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ABSTRACT

This tabbed instructors' guide contains the following seven preservice training units for Michigan law enforcement officers: (1) administration, (2) legal, (3) investigative, (4) general police, (5) traffic, (6) special subjects, and (7) external relations. The history of the Michigan Law Enforcement Officers Training Council, which developed this manual, is included. Each instructional unit includes course objectives, suggested teaching procedures, a suggested topical outline, resource lists, and suggestions for test development by the teacher. This training manual includes appended resource materials, and time allotments for each course are given. An extensive bibliography is provided. (AG)

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MICHIGAN LAW ENFORCEMENT
OFFICERS TRAINING COUNCIL

INSTRUCTOR GUIDELINES

BASIC TRAINING MANUAL

VT 019152

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MICHIGAN LAW ENFORCEMENT
OFFICERS TRAINING
COUNCIL

INSTRUCTOR GUIDELINES
BASIC TRAINING
MANUAL

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INTRODUCTION

ACKNOWLEDGMENT

The development of the Michigan Law Enforcement Training Council Instructor Guidelines Manual would not have been possible without the generous cooperation of the many dedicated Michigan law enforcement training instructors. These devoted law enforcement academicians not only permitted the use of their original material, but allowed us to adapt and edit where necessary to meet the format of this manual. We are ever grateful to all who contributed material and especially wish to thank those authors who tolerated our alteration of their original work.

LESLIE VAN BEVEREN
Executive Secretary

PREFACE

The basic course curriculum presented in this manual establishes a standard for pre-service training of law enforcement officers throughout the State of Michigan. The course descriptions are designed to offer an instructor basic guidelines necessary for the preparation and presentation of particular lessons. These descriptions are not intended to replace the initiative, imagination, and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor.

It is the intent of the Training Council that instructional time be utilized in the most productive method possible. Therefore, instructors should make full use of the latest instructional methods and audio-visual aids available. Appropriate aids and devices such as films, slides and charts should be utilized, and opportunities should be provided when possible for the practical application by students of learned skills, techniques, and methods. Instructional aids, particularly visual aids, can considerably enhance student comprehension of subject matter. All instructional aids should be carefully selected to fit the instructional scope of a particular course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention. An instructor should always preview instructional aids in order to be familiar with the contents.

INSTRUCTOR GUIDELINES

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HISTORY OF THE
MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL

The responsibility for the police function in Michigan is shared by approximately 646 state, county and local agencies. Until January 1, 1966, the training of the police community was the sole responsibility of each of the 646 administrators. Based on a training questionnaire administered by Dr. Bernard J. Kuhn during 1966-1967, nearly 9% of the sworn, full-time police personnel did not receive formal recruit training. This figure was based on an 82% return of the almost 11,000 sworn, full-time police officers. It is estimated that if the number was based on a 100% rather than an 82% return of the questionnaires, the figure of untrained men would be in excess of 1,000 men. Even this figure is thought to be extremely conservative due to the variance in individual interpretation as to what constitutes adequate basic recruit training.

Based on the questionnaire, basic training that was conducted varied greatly from department to department. The larger metropolitan departments provided their recruits with structured schools prior to placing them in the field. Medium size departments had limited class time; the emphasis was on field training with a more experienced officer. The small departments relied solely on training through field experience. The rationale given for the lack of adequate training was, and in many cases still is, lack of facilities, personnel, equipment and qualified instructors.

HISTORY OF THE MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL

The larger police departments and the Federal Bureau of Investigation traditionally have provided the resource personnel to those agencies who desired classroom instruction. The larger departments generally provide instructors in areas such as patrol, traffic, riot control and other related general police areas. The FBI normally teaches legal subjects, criminal investigation and firearms. Michigan State University did offer a basic training program from 1951 through 1967. It was conducted by the School of Criminal Justice and the Continuing Education Services in cooperation with the Training Committee of the Michigan Association of Chiefs of Police. This program was of the highest quality and it partially met the state training needs prior to the implementation of the regional academy system. Michigan State University programs are presently designed for specialized and in-service training programs.

Statewide coordination of police training was enacted by legislation through the passage of Public Act 203, on July 16, 1965. This legislation created the Michigan Law Enforcement Officers Training Council. It also created a policy-making board which consists of 11 members; three from the Michigan Sheriffs Association, three from the Michigan Association of Chiefs of Police, one member from the Detroit Police Officers Associations, the Fraternal Order of Police, and the Metropolitan Club. The other two members are the Director of the State Police and the Attorney General of Michigan.

The Director of State Police and the Attorney General are permanent members of the Council. The other members are selected from a list of three names submitted to the Governor by each of the organizations. The Governor selects one name from each of the lists. All appointments made by the Governor are subject to the advice and consent of the Senate.

The terms of office for the appointed nine members are stated in Public Act 203, 1965, Section 4 as follows:

> All members of the council shall hold office for a term of 3 years, except that of the members first appointed from nominees submitted by the Michigan association of chiefs of police and the nominees submitted by the Michigan sheriffs association - 1 shall be appointed for 3 years, 1 for 2 years, and 1 for 1 year. A vacancy caused by expiration of a term or termination of his official position in law enforcement shall be filled in the same manner as the original appointment. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the member who he is to succeed in the same manner as the original appointment. Any member may be reappointed for additional terms.

The organization, authority and responsibility of the Council is stated in Public Act 203, 1965, Sections 5, 6, 7 and 8 as follows:

> The council shall designate from among its members a chairman and a vice chairman who shall serve for 1-year terms and who may be re-elected. Membership on the council shall not constitute holding a public office, and members of the council shall not be required to take and file oaths of office before serving on the council. The council shall not have the right to exercise any portion of the sovereign power of the state. No member of the council shall be disqualified from holding any public office or employment by reason of his appointment hereunder, notwithstanding the provisions of any general, special or local law, ordinance or city charter.

Public Act 203 also provides for an Executive Secretary who is responsible for the daily operation of the Council. He is appointed by the Council and serves at the pleasure of the Council. The Executive Secretary serves in an unclassified civil service position. All staff members are affiliated with the Department of State Police for administrative purposes, and are classified civil service employees.

HISTORY OF THE MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL

The Michigan Law Enforcement Officers Training Council is basically responsible for establishing Minimum Employment Standards and training. Section 9, 10 and 11 of Public Act 203 states:

> The council shall prepare and publish minimum employment standards with due consideration to varying factors and special requirements of local police agencies relative to:
>
> (a) Minimum standards of physical, educational, mental and moral fitness which shall govern the recruitment, selection and appointment of police officers.
>
> (b) The approval of police training schools administered by a city, county, township, village or corporation.
>
> (c) Minimum courses of study, attendance requirements, equipment and facilities required at approved city, county, township, village or corporation police training schools.
>
> (e) Minimum qualifications for instructors at approved police training schools.
>
> (g) Categories or classifications of advanced in-service training programs and minimum courses of study and attendance requirements for such categories or classifications.
>
> (h) The establishment of subordinate regional training centers in strategic geographic locations in order to serve the greatest number of police agencies that are unable to support their own training programs.
>
> (i) Acceptance of police training and experience in countries other than the United States in fulfillment in whole or in part of the minimum employment standards prepared and published by the commission.
>
> The council may enter into agreements with other agencies, colleges and universities to carry out the intent of this act.
>
> The council may:
>
> (a) Visit and inspect any police training school, or examine the curriculum or training procedures, for which application for approval has been made.

(b) Issue certificates to police training schools qualifying under the regulations of the council.

(c) Authorize the issuance of certificates of graduation or diplomas by approved police training schools to police officers who have satisfactorily completed minimum courses of study.

(d) Cooperate with state, federal and local police agencies in establishing and conducting local or area schools, or regional training centers for instruction and training of police officers of this state, its cities, counties, townships and villages.

(e) Make recommendations to the legislature on matters pertaining to qualification and training of police officers.

To finance the administration of the Act a law enforcement officers training fund was created in the State Treasury. The revenue was to come from two sources, legislative appropriations as are deemed necessary and fine assessments from criminal offenses. The Act provided an assessment as additional cost in an amount equal to 10% of every fine, penalty or forfeiture imposed and collected by the courts for criminal offenses, other than traffic law violations, city ordinances or violations of the conservation laws. However, the fine system was found to be unconstitutional in Michigan (People vs. Barber, 1966). Because of the court action funds were appropriated from the general fund to finance the training of police officers in Michigan.

As stated earlier Public Act 203 was enacted in 1965; however, it did not take effect until January 1, 1966. The first Training Council meeting was held January 21, 1966, in East Lansing, Michigan. Two basic committees were appointed, one for standards of law enforcement employment and one to establish training standards. The standards for law enforcement employment were adopted on August 11, 1966.

HISTORY OF THE MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL

On August 30, 1966, the Council adopted a minimum basic police training curriculum. The curriculum schedule provided for 120 hours of classroom and range instruction and required that officers successfully complete the Red Cross First Aid Course of ten hours.

Late in 1966 a Policies and Procedures Manual was developed which provided direction for establishing and maintaining Council approved police training schools. The manual contained an interpretation of the basic curriculum to assist the school coordinator and instructors with the implementation of the Council's program. It also established criteria for facilities, instructor requirements and student rules and regulations. For instance, absenteeism could not exceed 10% of the 130 hours, and to successfully complete the program a 70% average must be achieved.

It is important to note that it is not the intention of the Council to replace existing police training programs throughout the State. The objective on the other hand is to encourage the creation of police training schools in those sections of the State where none exist, to lend Council cooperation to insure they meet the standards for certification. The initial emphasis was on establishment of police training schools in the areas of the State which did not have access to a recruit training program. Participation in the basic schools was voluntary from 1966 through 1970.

The Voluntary Basic Recruit Regional Training System began in December, 1966. This pilot program was conducted during the first week in December and was held in an out-state area to allow for an evaluation of its ability to serve the smaller communities where the biggest police training need existed.

HISTORY OF THE MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL

The first Council certified school was conducted in Traverse City. Grand Traverse County Sheriff, Richard Weiler, a member of the Council, volunteered to act as coordinator. An advisory committee of law enforcement officials in the upper portion of the lower peninsula assisted in the design of the program and provided personnel for training.

Thirty-four students representing fourteen jurisdictions (five county departments and nine municipal agencies) participated in the school. The school consisted of three one-week sessions in December, January and February. This scheduling system was employed so departments would not lose the trainee's services for three consecutive weeks. It was the first formal police classroom training received by most of the trainees, some with nearly twenty-three years of police experience.

After the initial police training program, eight other regional training schools were approved during 1967 in the following areas: Benton Harbor, Saginaw, Grand Rapids, Midland - Bay City (Delta College), Metropolitan Detroit, Lansing (MSU), Flint, and Oakland Community College. During the next three years the certified academies developed as follows: 1968, 21; 1969, 22; 1970, 19. The reduction of 3 academies in 1970 was due to a consolidation of schools because of a reduction in demand for training in some of the less police-populated areas. Eight of the academies during 1968, 1969, 1970 were operated by, or affiliated with, junior or community colleges and/or universities. These schools offered from 3 to 6 college credits for satisfactorily completing the basic course. This policy of awarding college credits was established by charging a nominal tuition fee to the departments for each student attending and it was intended to serve as an incentive for the trainees to complete at least an associate degree. This was the start of community college involvement with basic police training.

Under the voluntary training concept an incentive was provided to those police agencies who previously had not participated in training programs. The incentive was in the form of reimbursement to the participating agency of one-half of the recruit's salary and necessary live-in expense. The reimbursement procedure consisted of: the requesting agency submitting an "Application for Reimbursement" form; and a certified copy of an ordinance or resolution adopted by the governing body which provided that while receiving aid, the county, city, township, or village would adhere to the standards established by the Council (the standards referred to are the Minimum Employment Standards). At the conclusion of the school and upon the trainee successfully completing the school, the claiming agency would submit a "Claim for Reimbursement" form. Reimbursement was paid once a year at the conclusion of the state fiscal year.

The training concept in Act 203 has resulted in more training for more police officers in the State of Michigan. 5,010 trainees received basic recruit training at state certified schools during the period from 1967 through 1970. However, problems arose concerning the voluntary program. Specifically, the State funds used for reimbursement remained constant while demands for training increased and the trainees' salary at the entrance level increased thereby lowering the percentage of salary refunds to participating police agencies. The trainees' salary was the major factor in the reimbursement decrease. Also under this system, there were no means of control of the approved Council curriculum. Such factors as lack of uniform lesson plans, qualified instructors, and inadequate materials were commonplace. Finally, there were numerous police agencies in Michigan which did not participate in the voluntary training program. Again, and in spite of the reimbursement policies as described earlier, financial factors were often given as reasons for not participating in training programs. Another reason given was that if small departments trained their men they would lose them to another department that paid more money; also, small agencies claimed that they were so shorthanded they could not spare the man for training. To overcome or reduce the problems that existed with the voluntary basic police training program, concerned legislators, police organizations and progressive police administrators supported Mandatory Training legislation.

On August 6, 1970, Governor William Milliken signed Act No. 187 of the Public Acts of Michigan which amended sections 2 to 9 of Act No. 203 of the Public Acts of 1965. Act No. 187 took effect on January 1, 1971. The primary provisions of Act 187 are:

(1) Prescribe a minimum basic course of at least 240 instructional hours.

(2) Require completion of the basic training course for those persons employed on or after January 1, 1971, as a member of a police force having three or more full-time officers, before the person shall be empowered to exercise all the authority of a peace officer.

Five months after the inception of Mandatory Training, Act 187 was amended for the purpose of allowing additional waivers of training. On May 26, 1971, Governor Milliken signed Act 31, which took immediate effect. Act 31, amended section 9 of P.A. 203, 1965, as follows: The Mandatory Training requirements shall be waived if:

(1) The person has previously completed 240 instructional hours, has voluntarily discontinued his work as a law enforcement officer, and is again employed within 6 months after discontinuing work as a police officer.

(2) The person has served at least 3 years with a jurisdiction offering the training prescribed in subdivision (c) or its equivalent and takes employment with another agency.

(3) The person has retired from an agency coming under the jurisdiction of this act or an agency offering the equivalent training and is employed by another police agency within 2 years of date of retirement.

(4) The person is a member of a sheriff's posse or police auxiliary temporarily engaged in the performance of his duties and while under the direction of the sheriff or police department.

The above law represents the present status of Mandatory Police Training in Michigan. It can be stated without reservation that Act 187 was a positive step forward in improving the quality of law enforcement in this State.

ADMINISTRATION

INSTRUCTOR GUIDELINES

I. TITLE: Program Orientation - 1 Hour.

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

   A. State the requirements for successfully completing a M.L.E.O.T.C. Certified Academy.

III. SUGGESTED TEACHING ACTIVITIES

   A. This section will acquaint the recruits with rules and regulations, attendance requirements, examination requirements, final notebook requirements, and emergency procedure. Handout materials will be distributed. An explanation of available facilities will be covered.

   B. This initial hour is required in order to present to the class the administrative matters necessary for conducting a Council approved training school.

   C. The rules and regulations of the school and the academic requirements shall be explained and understood by all trainees.

   D. The trainees should be provided information concerning the school facilities and location. The school staff should be introduced. The class schedule should be distributed and discussed.* The overall objectives of the school should be presented.

   E. Necessary handout material should be distributed.

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*Refer to Appendix D.

IV. SUGGESTED OUTLINE OF MAIN POINTS

- A. Introduction of school staff.
- B. Act 203.
    - 1. M.L.E.O.T.C.
    - 2. Purpose.
    - 3. Basic course.
    - 4. Police force compliance.
- C. Trainee.
    - 1. Appearance.
    - 2. Attendance.
        - a. 90%.
        - b. Make up (exams, firearms).
        - c. Reports.
    - 3. Trainee evaluation.
        - a. Exams.
            - (1) 7 written exams.
            - (2) Qualifying score (70%).
            - (3) Type of exams.
            - (4) Separate performance evaluation.
                - (a) Firearms.
                - (b) Physical training and defensive tactics.
        - b. Student evaluation form TC-12.
            - (1) School coordinator.
            - (2) Trainee's agency.
            - (3) M.L.E.O.T.C.
        - c. M.L.E.O.T.C. certificate.
            - (1) Training Council central and property.
            - (2) Certificate can be recalled.

4. The course.
    a. Duration.
    b. Graduation.
    c. Awards (scholastic, firearms).
    d. Basic curriculum.

D. School operation.

1. Materials issued.
    a. Books (needed first week).
    b. Handouts.
    c. Name plates.

    NOTE: How and where to wear plate.

2. Assignments.
    a. Seating.
    b. Locker.

3. Central information form.

NOTE: Each trainee to complete and turn in.

4. Miscellaneous.
    a. Gym equipment.
    b. Firearms security.

5. Training center rules.
    a. Highlight rules.
    b. Gym rules.
    c. Smoke breaks.
    d. Lunch.

6. Training center details.
    a. Describe details on chalkboard, lights, windows, doors, policing.
    b. Chair stacking.
    c. Detail assignment.

E. Facilities.

1. The center.
    - a. Classrooms.
    - b. Gym.
    - c. Library.
    - d. Shower, locker.
2. Other buildings.
3. Dining.
    - a. School area.
    - b. Local cafes.
4. Tour.

F. Summary.

1. The summary should be a review of important points discussed. All questions should be resolved.

V. RESOURCE AND HANDOUT MATERIAL

Handouts:

Class Schedule.

Rules and Regulations.

Map of Facilities.

List of Faculty Names.

Publications:

Michigan Law Enforcement Officers Training Council, POLICIES AND PROCEDURES MANUAL.

Michigan Law Enforcement Officers Training Council, INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to History of Michigan Law Enforcement Officers Training Council.

INSTRUCTOR GUIDELINES

I. TITLE: Classroom Notetaking - 1 Hour

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Identify methods of taking notes.

B. Identify the importance of accurate notes.

C. Demonstrate ability to restate instruction in his own terms so as to be meaningful to him for future reference.

D. Submit a completed notebook at the conclusion of the school.

III. SUGGESTED TEACHING ACTIVITIES.

A. The prime intent of this topic is to provide the trainee with an understanding of notetaking methods. The importance of maintaining a complete and permanent record should be stressed as well as the fact that a notebook must be submitted for evaluation at the conclusion of a M.L.E.O.T.C. Training School.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. The importance of accurate notes.

1. Assisting the trainee in understanding the instructor's scope of instruction.
2. Notes may be the only record of important points.
3. Notes assist the trainee in recalling important points.
4. Notes serve to amplify and clarify textbook material.
5. Notes help the trainee arrange his thoughts on the material.
6. Notes should provide a concise and complete outline of the material for review purposes and insertion into the permanent notebook.

B. Methods of taking good notes.

1. Be prepared.
    a. Comfortable seat.
    b. Writing material ready.
    c. Hear and see the instructor and all visual aids.
2. Concentrate on the idea.
3. Write down the idea in the trainee's own words.
4. Use abbreviations when possible.
5. Write out in full only such things as references, definitions, formulas, quotations and specific facts.
6. Listen for emphasis being placed on important information by the instructor.
7. Notes should be organized and arranged so as to show the relationship between points or ideas.

C. Use of good notes.

1. Notes should be reviewed, revised and restated for completeness as soon as possible after the conclusion of the school day.
2. These completed notes should then be typed or written neatly (on one side of the page only) and placed in a permanent notebook. The following standard outline is recommended:

I.
A.
1.
a.
(1)
(2)
b.
2.
B.
II.

3. Dividers or tabs should divide subject areas in the permanent notebook.

a. Pages should be numbered.

b. The upper right hand corner of the first page indicating subject, instructor, and date of instruction.

c. A table of contents is very critical for completeness of the notebook.

D. Summary.

1. A review of the most essential points should be provided at the conclusion of the instruction. All questions should be answered so that all trainees understand their obligation in reference to the permanent notebook. A short quiz should serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor.

V. RESOURCE MATERIAL

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

A 3.1

INSTRUCTOR GUIDELINES

I. TITLE: Examinations - 5 Hours

II. OBJECTIVES:

A. To ascertain if there is adequate comprehension of the materials presented.

B. To provide emphasis to the more important materials presented.

III. TEST PREPARATION

It is necessary that the achievement of each trainee be measured as the training program progresses. Each examination should be prepared from test questions submitted by the individual instructor. However, the school coordinator shall coordinate test questions and restructure when necessary so that all test questions fall into one of the following categories: true or false, multiple choice, fill-in, matching, or short answer. A properly prepared examination, adequately administered and critiqued will serve as an additional learning process for each trainee.

The final examination should be comprehensive of previously presented and tested material. This final examination should be designed not only to measure retention of specific items, but also to retest on previously missed items and to determine the degree of integration of all material presented.

Examinations should test the recruits' comprehension of materials from all topic areas presented. Examination time is to be utilized as follows: One hour for a final examination; one hour for a examination on materials presented in the legal section; three hours for periodic tests during the academy, based on sequence of curriculum presentation.

Each examination should be prepared with, and satisfy, the following rules of construction.

A. Develop a test outline based on the objectives.

B. Decide on the specific points to be measured.

C. Select the type of test items which best test the subject matter as stated in the objectives.

D. Prepare more items than will actually be used in the final form of the test.

E. Include some reasonably easy and difficult items with the majority of average difficulty.

F. Arrange the items within each area of subject matter starting with the easy items and finishing with the more difficult items.

A 3.2

G. Provide a separate section for each type of test item with specific instructions for each section.

H. Avoid patterns when aligning answers.

I. Ensure no test item answers, or provide a clue to the answer of, another item.

J. Prepare clear and precise directions for administering and scoring.

K. Organize test for easy, accurate, rapid scoring.

L. Make the tests of such difficulty that the average trainee makes the average grade.

When developing a specific type of examination, the instructor should keep the following rules of construction in mind.

A. True-False test.

1. The true-false test exam is best used to test a small area of factual type of subject matter which must be thoroughly tested.

2. Twenty true-false test items should be developed for each hour of instruction.

3. Each test question must meet the requirements of each of the following:

   a. The question must be all true or all false.

   b. Avoid multiple negatives.

   c. Avoid using the words "all", "only", "never", and "always", (which tend to make the statement appear false), or "generally" and "usually" (which tend to make the statement appear true).

   d. Make about half of the questions true, and half false.

   e. Mix the pattern of true-false thoroughly.

   f. Avoid making true statements consistently longer than false, or vice versa.

B. Multiple choice test.

1. The multiple choice test is best suited for subject matter dealing with theory or principles of operations. It cannot be used to test a skill.

2. Each test item must meet the requirements of each of the following:

A 3.3

a. Test only one idea.

b. The questions should be brief and have an accurate central problem.

c. Each question should require specific knowledge rather than general knowledge.

d. Each item should deal with a problem involving reasoning based on knowledge rather than memory for insignificant or detailed facts.

e. The idea should be a practical problem and an important aspect of the job.

f. Illustrations are sometimes useful in presenting the central problem.

g. Be sure the question avoids the fault of giving away the best answer by poor use of such words as "a" or "an" as the final word of the introductory statement.

h. Put as much of the problem in the stem of the question as possible.

i. Each question should have only one correct and indisputable answer.

j. The choices which represent possible answers should deal with similar ideas or data rather than a variety of unrelated possibilities.

k. Possible answer should be plausible choices.

C. Completion or fill-in tests.

1. The fill-in test is suitable for testing knowledge type subject matter which must be recalled precisely.

2. Each test statement must meet the requirements of each of the following:

a. It is generally best to use only one blank in a single statement.

b. Avoid blanks at the beginning of the statement.

c. Omit key words and phrases.

d. Avoid giving a clue to the answer through the number or length of the blanks. Each blank should be about 1½" or 15 spaces on a typewriter.

e. Do not copy statements directly from the text. Capture and test the concept.

f. Indicate the type of response desired.

D. Matching test.

1. The matching test is best suited for testing familiarity with subject matter which may be divided into five or more sub-topics, each of which has a corresponding fact or idea.

2. Each test question must meet the requirements of each of the following:

    a. Make directions clear and the form simple.

    b. Limit each question to one area of subject matter.

    c. There should be only one corresponding correct choice.

    d. Arrange questions systematically.

    e. Include from five to twelve numbered questions.

    f. Include from three to five more choices than numbered items unless choices may be used more than once.

    g. If choices can be used more than once, this must be so stated in the directions.

    h. All parts of the matching questions must appear on the same page.

A 4.1

INSTRUCTOR GUIDELINES

I. TITLE: Examination Review - 2 Hours.

II. OBJECTIVES:

A. Discuss the administered examinations, clarifying any difficult questions.

B. Provide a review of the more important materials presented.

III. SUGGESTED TEACHING ACTIVITY

A. This unit of instruction is intended to be utilized for explanation of administered examinations. The allotted two hours may be divided in any manner at the discretion of the coordinator.

This time should be provided to the class so that each examination can be reviewed after it has been scored. The review and possible clarification of important points is considered as an additional learning process.

B. All questions should be resolved.

INSTRUCTOR GUIDELINES

I. TITLE: Coordinator's Time - 1 Hour

II. OBJECTIVE:

A. Rectify any problem occurring during the course of the academy.

B. Provide the coordinator with time for administrative functions.

III. SUGGESTED ACTIVITIES

This section will provide the coordinator with time to handle any explanations, problems, reviewing, etc., which arise during the course of the academy.

This period may also be utilized for the graduation ceremony. Special speakers can be obtained and attention drawn to training achievements and individual accomplishments. A formal presentation of certificates and any awards may be conducted.

LEGAL

INSTRUCTOR GUIDELINES

I. TITLE: Introduction to Constitutional Law - 1 Hour

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Discuss the overall objective of constitutional law.

B. State and explain constitutional mandates and/or limitations on law enforcement in Michigan.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with an understanding of the basic concepts of constitutional law. Those amendments primarily concerned with the function of law enforcement are discussed. This section will establish the fundamental basis for the total legal section.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Our basic structure of government is that of a democracy.

   1. The basic standard for that structure is majority rule.

   2. That is, a majority of people elect representatives and then a majority of the representatives enact the laws which govern us.

B. Within that framework we have a written document, the Constitution, which operates basically as a limitation upon the standard of majority rule.

   1. Our society has certain fundamental values which we consider so important that we require or prohibit certain actions in light of those values.

   2. We do not subject them to the criterion of majority rule.

   3. Those values are embedded in the Constitution and can only be changed by overwhelming consent of the people (2/3 of both Houses of Congress and 3/4 of the individual states).

C. Our governmental structure (both State and Federal) is also divided into three separate but co-equal branches.

   1. The Legislative: The branch that makes the laws which govern us.

   2. The Judicial: The branch that interprets and applies those laws to individual fact situations as they arise.

   3. The Executive: The branch that enforces those laws.

      a. Generally the first real physical contact the citizen will have with the law.

      b. You, as police officers, are part of the Executive Branch.

D. The Constitution is not only a limitation upon majority rule but operates to set standards for all three of the branches of government.

   1. Legislative.

      a. Congress has power to levy taxes (Art. I, -8).

      b. Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedoms of speech, press, or assembly. (1st Amendment).

   2. Judicial.

      a. Judicial power is invested in one supreme court and in such other inferior courts as Congress establishes (Art. III, -1).

b. No warrants shall issue except upon probable cause (4th Amendment).

3. Executive.

a. The President shall be commander-in-chief of the Armed Forces (Art. II, -2).

b. Right of persons to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures shall not be violated (4th Amendment).

E. These Constitutional requirements and limitations apply not only to the Federal structure but have also been generally held to apply to the states as well.

1. Basically by way of the Fourteenth Amendment (no state shall deprive any person of life, liberty, or property without due process of law).

2. The United States Constitution, then, is the supreme law of the land.

F. Because of the function of the judicial branch, and because the Constitution is set forth in broad, general language--The Constitution means, in any given situation and at any given time, just what five justices of the Supreme Court say it means.

G. Thus we get so called "Landmark" decisions.

1. Which tell the police officer, as a member of the executive branch, what he may and may not do in light of the Constitution, and further what consequences may follow his actions.

2. The "exclusionary rule" is an example of consequences which may follow certain actions.

3. But remember, the Constitution basically sets a floor, a bare minimum on the officers' actions.

a. This does not prevent the individual states from adopting stricter standards.

b. For example, the Michigan Legislature could say that there will be absolutely no search made without a warrant, whereas our Constitution only prohibits "unreasonable" seizures.

4. Other specific examples:

a. Mapp v. Ohio -- the exclusionary rule as a consequence of unreasonable searches and seizures.

b. Miranda and Escobedo -- procedures required of the police officer to insure the voluntariness of confessions and admissions in light of the 5th Amendment's guarantee against self-incrimination.

c. Terry v. Ohio -- Constitutional standards for stop and frisk.

d. Chimel v. California -- how far an officer may go in searching a person under arrest.

H. The above guidelines and considerations will be arising as we move later into more specific areas. We have here merely attempted to give you a bird's eye view of why and how the Constitution places these various requirements and limitations upon the actions of police officers.

I. Summary.

1. The summary should be a review of important points discussed, including the Training Objectives. All questions should be resolved. A short quiz should serve as an evaluation of the trainees' understanding and the teaching ability of the instructor.

V. RESOURCE MATERIAL

Publications:

Klotter and Kanovitz. CONSTITUTIONAL LAW FOR POLICE. Anderson Publishers.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Law of Arrest - 4 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Define and cite the elements of arrest.

B. Define misdemeanor and felony.

C. Identify distinctions between felony and misdemeanor law violations relative to arrest situations without warrants.

D. Explain "Probable Cause" for arrest.

E. Identify persons exempt from arrest.

F. Explain where an arrest may be made with regard to arrest without a warrant and arrest with a warrant.

G. Explain the use of necessary force in various arrest situations including deadly force and forceful entry.

H. Identify the rights of a person arrested.

I. Identify the possible consequences of an unlawful arrest.

III. SUGGESTED TEACHING ACTIVITIES

A. The intent of this topic is to provide the trainee with a sound working knowledge of the elements of valid arrests, the characteristics of an arrest situation, and the limitations on arrest authority.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

- A. Definition of arrest.
  - 1. Elements.
    - a. Authority to make the arrest.
    - b. Intent to arrest.
    - c. Custody or control must be exercised.
    - d. Force must be used; only that force necessary.
    - e. Submission to the arrest by the arrested party.
- B. Types of offenses.
  - 1. Define circuit court misdemeanor and low misdemeanor offenses.
  - 2. Define felony offenses.
- C. Who may arrest.
  - 1. Peace officers.
    - a. Sheriff and his deputies.
    - b. Constables.
    - c. Marshals.
    - d. Member of a municipal police force.
    - e. State police officers.
    - f. Other officers whose duties are to enforce and preserve the public peace.
  - 2. Private persons.
    - a. Explain the limitations.
- D. Right of an officer to arrest.
  - 1. Arrest with a warrant.
    - a. Authority to arrest; a command; regular on its face.
      - (1) Law favors issuance of warrants.
      - (2) Required to inquire into warrants from foreign jurisdictions less than from own jurisdiction.
    - b. Warrant does not have to be in officer's possession.

    c. Warrant must be based on probable cause.

    d. Advise to person arrested - officer must, if possible, advise person arrested of existence of warrant, and display it as soon as possible.

  2. Without a warrant.

    a. For the commission of any felony or misdemeanor committed in his presence.

    b. When such person has committed a felony although not in the presence of the officer.

    c. When a felony has been committed and he has reasonable cause to believe that such person has committed it.

    d. When he has reasonable cause to believe that a felony has been committed and reasonable cause to believe that such person has commited it.

E. Probable cause for arrest.

  1. Define.

  2. Element of good faith.

  3. Practical aspects.

    a. Prudence.

    b. Caution.

    c. Factor of training and experience.

F. Persons exempt from arrest.

  1. United States Constitutional provisions exempting Senators and Representatives.

  2. Michigan State Constitutional provisions.

  3. Others.

G. When arrests may be made.

  1. Felonies.

  2. Misdemeanors.

    a. "Unreasonable times" provision.

H. Where arrests may be made.

  1. Without a warrant.

    a. Ordinarily limited to the officer's bailiwick.

- b. Can arrest outside of the officer's bailiwick if:
  - (1) Enforcing state law in conjunction with the Michigan State Police officer.
  - (2) Or acting in conjunction with an officer from the jurisdiction in which he may be.

2. With a warrant.
   - a. Generally anywhere within the state.
3. Explain "fresh pursuit".
4. Explain entry of land and non-dwellings to effect arrests.
5. Explain entry of dwellings to effect legal arrests.
   - a. Use of force to enter.

I. Force used in making arrests.

1. Misdemeanors.
   - a. The forceful entry.
   - b. Necessary force.
2. Felony.
   - a. The forceful entry.
   - b. Deadly force.
   - c. Necessary force.

J. Rights of an arrested person.

1. Miranda.

K. Consequences of an unlawful arrest.

1. Exclusionary rule.
2. Civil liability.

L. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE MATERIAL

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

National District Attorneys' Association. THE LAW OF ARREST, SEARCH AND SEIZURE IN MICHIGAN.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

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Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Detention and Custody - 2 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Cite Federal and State standards for line-ups and other suspect identification procedures.

1. Fingerprinting.
2. Photographing.
3. Blood and urine testing.
4. Voice printing.

B. Explain the role of Habeas Corpus prior to confining order from the court.

C. Describe the purpose of bail and problems related to its use.

D. Explain the treatment of a person in custody relative to civil liability.

E. State the prisoner's right to an attorney.

F. Cite requirement for a speedy arraignment.

G. Describe miscellaneous related issues.

1. Joint custody.
2. Booking procedures.
3. Inventory of prisoner's effects.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with an understanding of his authority and responsibility related to detention and custody. Specific constitutional, statutory, and procedural requirements should be emphasized.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

B 3.2

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Types of suspect identification.

1. Formal line-ups.

   a. The defendants' Sixth Amendment right to counsel made applicable to the states through the Fourteenth Amendment.

   b. U.S. vs. Wade.

   388 U.S. 218 (1967) (The defendant was arrested for Armed Robbery of a bank. During his incarceration, Wade was placed in a line-up with five other prisoners, where he was identified by two employees of the bank. His court-appointed attorney was not notified of the line-up. The U.S. Supreme Court held that, the failure to provide him with an attorney at the line-up violates his Sixth Amendment right to counsel).

   (1) Requirements of the Wade decision.

      (a) Suspect is entitled to the presence of an attorney at a line-up.

      (b) Suspect may waive his right to an attorney if this waiver is knowingly and intelligently made.

      (c) Failure to furnish the suspect with counsel will result in exclusion of the line-up identification at trial.

      (d) Failure to provide counsel will result in exclusion at the in-court identification unless it can be shown that this identification originated independent of the line-up identification.

      (e) A suggestive line-up will render a witness or suspects in-court identification, based on that line-up alone, inadmissible, even if suspects attorney was present at the line-up.

2. Fingerprinting.

   a. Arrest and before conviction.

   (1) Felony - fingerprints can be taken.

   (2) Misdemeanor not cognizable by District Court - fingerprints can be taken.

   (3) Misdemeanor - not taken.

      (a) If a person is lodged on a misdemeanor charge, fingerprints can be taken.

b. Acquittal or discharge.

   (1) Felony - fingerprints must be released.

   (2) Misdemeanor not cognizable by District Court - fingerprints must be released.

   (3) Misdemeanor - if taken, fingerprints must be released.

c. Confinement after conviction.

   (1) Statute M.S.A. 4.462 contains the following statement, "He shall also file for record the fingerprint impressions of all persons confined in any workhouse, jail, reformatory, penitentiary or other penal institution".

3. Photograph identification.

   a. Simmons vs. U.S.

   390 U.S. 377, (1968) (The defendant and an accomplice robbed a bank. The accomplice's sister provided the police with some group photographs in which both robbers were pictured. The defendant contended that the pretrial photograph identification of him was, under the circumstances, unnecessarily suggestive and conducive to misidentification. The Supreme Court rejected the defendant's argument, saying that there was no suggestion made to the witness by the method of photograph identification employed in this case).

   b. Suggestive photograph procedures.

      (1) Showing a photograph of a single individual who resembles the suspect;

      (2) Showing pictures of several persons together, with the suspect recurring or being emphasized;

      (3) By the officer indicating that they have other evidence that the individual in the picture committed.

4. Blood, urine and other body substances.

   a. Schmerber vs. California. 384 U.S. 757, 86 SCT 1826.

      (1) Due process clause.

      (2) The privilege against self-incrimination claim.

      (3) The right to counsel claim.

      (4) The search and seizure claim.

5. Voice printing.

   a. Many states conclude to the scientific accuracy and reliability of voice prints.

   b. In many cases voice prints are admissible to corroborate voice identification by ear and other means.

   c. Major cases of admissibility:

      (1) State of Minnesota ex rel.
      Constance L. Trimble
      Appellant

      vs.

      Kermit Hedman
      Sheriff, Ramsey Co.
      Respondent

      (2) Joseph Luvon Worley
      Appellant

      vs.

      State of Florida
      Appellee

B. Habeas Corpus Act: The great constitutional guaranty of personal liberty.

   1. The present statute on Habeas Corpus is Sections 4301 to 4307 of Act 236 of 1961, the Revised Judicature Act.

      a. To remove, for trial, a person confined in one county to the county or place where the offense of which he is accused was committed.

      b. To remove the body of the defendant, from an inferior court to a superior court having jurisdiction, there to be disposed of.

      c. To remove a prisoner in order to prosecute in the proper jurisdiction.

      d. In civil cases to remove a person out of the custody of one court into that of another, in order that he may be sued and answer the action in the latter.

      e. Issued when a prisoner has had judgement against him in an action, and the plaintiff is desirous to bring him up to some superior court, to charge him with process of execution.

f. A writ directed to the person detaining another, and commanding him to produce the body of the prisoner (or person detained) with the day and cause of his caption and detention.

g. At common law, the writ meaning "you have the body to testify", used to bring up a prisoner detained in jail or prison to give evidence before the court.

C. Bail.

1. Intended to procure release of one charged with an offense by insuring his return attendance in court and compelling him to remain within jurisdiction of court.

   a. The constitution of the state, Article I, Sec. 15, specifies that all persons, before conviction, shall be bailable except for murder or treason, when proof is evident or the presumption great. Sec. 16 forbids excessive bail. The amount depends upon:

      (1) The seriousness of the offense;

      (2) Previous criminal record;

      (3) Probability or improbability of appearance for trial.

2. Criminal case - to secure appearance of principal before the court when his presence is needed.

3. Civil case - to secure payment of a debt or performance of other civil duties.

4. Amendment VIII - excessive bail shall not be required, nor excessive fines imposed nor shall cruel and unusual punishments inflicted.

5. Problems related to bail.

   a. Failure to appear.

   b. One not financially able to post.

D. Custody - civil liability.

1. The defendant has the same constitutional and civil rights as anyone: reasonable searches and seizures, due process of law, right to counsel, witness against himself, etc.

2. The Federal Civil Rights Act provides that any person who, under color of legal right, subjects any person to deprivation of his constitutional rights, or causes any person to be so subjected, shall be liable in damages to the injured party.

3. Amendment VIII.

E. Prisoner's right to an attorney.

   1. Sixth Amendment: "In all criminal prosecutions, the accused shall enjoy the right to have the assistance of counsel for his defense".

      a. The defendant is entitled to an attorney at all critical states of the criminal proceeding.

      b. Escabedo vs. Illinois and Miranda vs. Arizona.

         (1) An interrogation was deemed a critical state of the proceedings.

      c. U.S. vs. Wade.

         (1) The line-up was a critical stage of the criminal process.

F. Speedy arraignment.

   1. Amendment VI: In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed.

G. Miscellaneous issues.

   1. Joint custody.

   2. Booking procedures, and inventory of prisoner's effects.

H. Summary.

   1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE MATERIAL

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest printings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

B 4.1

INSTRUCTOR GUIDELINES

I. TITLE: Admissions and Confessions - 3 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Define admission and confession.

B. Explain the free and voluntary rule.

C. Describe the warnings and waiver requirements of the Miranda Decision and the exceptions to this requirement.

D. State the "delay in arraignment rule".

E. Describe what is required on the legal preface and conclusion for a proper statement and the proper procedure for obtaining a legal and admissible confession.

F. Describe the "Poisonous Tree Doctrine" and "Exclusionary Rule" and court decisions affecting confessions.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with a knowledge of the legal aspects of admissions and confessions. The requirements set by the Miranda Decision and the effect the decision has had on police practice must be emphasized.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Define an admission and a confession.

1. An admission is merely an acknowledgement of a fact or circumstance from which guilt can only be inferred and it requires proof of other facts which are not admitted. It is a statement made without any intention of actually confessing guilt.

2. A confession is a direct acknowledgement of the truth of the guilty fact charged, or of some essential part of it. A confession implies that the matter confessed constitutes a crime.

B. Explain the free and voluntary rule.

1. Definition of free and voluntary confession.

   a. An acknowledgement freely and voluntarily made, without duress, fear, or compulsion and the accused fully acknowledging the nature and consequences of the statement.

2. Reason for the voluntary rule.

   a. Fifth Amendment.

3. Explain factors in determining whether a confession is free and voluntary.

   a. Use of force.

   b. Coercion.

   c. Threats of harm.

   d. Promises.

   e. Duress.

C. Warnings and waiver of Miranda.

1. Miranda warning.

   a. That he has the right to remain silent, and that he need not answer any questions;

   b. That if he does answer questions his answers will be used as evidence against him;

   c. That he has a right to consult with a lawyer before or during the questioning of him by police; and

   d. That if he cannot afford to hire a lawyer one will be provided for him without costs.

2. All warnings must be given in such a way that the suspect clearly understands.

3. Suspect indicates in any manner he does not want to talk.
    a. Interrogation must cease.
    b. Cannot "talk him out of" refusal.
4. Suspect indicates he wants a lawyer.
    a. Interrogation must cease until he talks to one.
    b. Questioning may resume with the attorney present.
5. When suspect cannot afford a lawyer.
    a. Must stop until one is provided.
6. Warnings must be given after a person "has been taken into custody or otherwise deprived on his freedom of action in any significant way".
    a. Prescribed by U.S. Supreme Court.
7. Cite circumstances when warnings must be given.
    a. Custodial interrogation standard.
    b. What constitutes custody - particularly custody ("deprived of freedom of action in a significant way") where there has been no formal arrest.
        (1) General standards.
        (2) Interrogation in the process of investigation, conducted at home, business, or similar location.
        (3) Interrogation in process of investigation at the station.
        (4) Interrogation on the street (i.e. on-the-scene questioning).
        (5) Interrogation following a traffic stop.
    c. What constitutes interrogation.
        (1) Volunteered statements.
        (2) Responses to casual remarks.
        (3) Questions incident to arrest.
        (4) Questions asked by third party.
    d. Once waiver is given, proceed with interrogation.

8. Waiver to Miranda.
    a. Not enough to merely give warning.
    b. Must indicate demonstratively understanding of rights.
        (1) Orally.
        (2) Writing.
    c. Better practice to ask.
        (1) Do you understand what I have just said?
        (2) Do you want to answer my questions?
    d. Prefer a written waiver.
        (1) No recommendation as to specific manner of documenting.
9. Give warning before questioning.
    a. Best procedure, after initial spontaneous statement.
    b. Before further questioning.

D. Delay in arraignment.
1. Began as a rule governing Federal officers and courts.
2. Doctrine, reference confession.
    a. Without physical coercion,
    b. or, psychological pressure.
3. Still excluded if delayed arraignment.
4. McNabb vs. United States, 332 (1943).
    a. "an officer making an arrest ... shall take the accused without unnecessary delay before the nearest available commissioner or magistrate and that a complaint shall be filed forthwith".
5. Reaffirmed in Mallory vs. U.S. 354 U.S. 499 (1957).
6. Many states have adopted.

E. Requirement for legal confession.
1. Preface.

B 4.5

   a. List the Miranda warnings.

   b. Start with:

      "I have been advised that I am not required to make this statement, that it can be used against me, that I have the right to have a lawyer present and to be provided for me if I am unable to pay for one. But I am willing to make this statement anyway".

   c. If he doesn't wish to make a statement, interrogation must stop.

2. Body.

   a. Question and answer.

      (1) Written.

      (2) Typed.

      (3) Stenographer and transcribe. (Preferred by most prosecutors).

   b. Readability and understandability.

   c. Avoid leading questions.

   d. Use confessor's own language.

   e. Personal history questions.

   f. Intentional errors.

3. Conclusion.

   a. Reading and signing of confession.

   b. Witness.

   c. Only one written confession.

   d. Confine confession to one crime.

4. General suggestions for confessions.

   a. Preserve stenographic notes.

   b. Note conditions and circumstances under which confession was obtained.

   c. Photograph and medical examination of confessor.

   d. Confession not end of investigation.

   e. Post-confession interview.

F. Explain the "Poisonous Tree Doctrine" and "Exclusionary Rule".

1. WongSun vs. United States.
    a. Illegally arrested.
        (1) Confession nullified.
        (2) Oral statement nullified.
2. McNabb vs. U.S.
3. Mallory vs. U.S.
4. Miranda vs. Arizona.
5. Escobedo vs. Illinois.
6. Berger vs. New York - Electronic eavesdropping.
7. Katz vs. United States - Electronic eavesdropping.

G. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE MATERIAL

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Glenn B. Carpenter. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Search and Seizure - 8 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

- A. Cite the constitutional requirements and rationale for obtaining a search warrant and the desirability when practical for utilizing the search warrant procedure.
- B. State the general concepts of search and seizure.
- C. State the items that may be searched for as evidence.
- D. Cite the elements of a valid search warrant.
- E. Explain the scope of the law on searching a person: upon arrest; immediate vicinity of arrestee; "stop and frisk" situations.
- F. Explain the scope of the law on searching premises.
- G. Explain the scope of the law on searching vehicles.
- H. State the need and procedure for establishing a proper chain of custody emphasizing inventory, preservation and admissibility of evidence.
- I. Explain the scope of the law relating to electronic surveillance used to seize testimonial evidence.
- J. Explain issues related to: evidence versus contraband; "plain view" seizure; third party search and seizure.

III. SUGGESTED TEACHING ACTIVITIES

- A. The intent of this topic is to provide the trainee with an understanding of the laws relating to search and seizure. Proper police procedures in the search and seizure with or without a warrant should be emphasized.
- B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.
- C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

F. Time breakdown of search and seizure training.

1.	Constitutional requirements. General concepts. Scope of a legal search. Elements of a search warrant	2 hrs
2.	Search of a person	1 hr
3.	Search of a premises.	2 hrs
4.	Search of a vehicle.	2 hrs
5.	Miscellaneous related subjects.	1 hr

B 5.3

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Constitutional provisions.

1. Purpose of the Fourth Amendment to Federal Constitution.
2. Interplay of Fourth and Fifth Amendments.
3. Only unreasonable searches prohibited.
4. Provisions within the Michigan State Constitution.

B. General concepts of search and seizure.

1. What constitutes a search.
2. What constitutes a seizure.
3. Curtilage.
4. Open field.
5. Right of an officer to use senses.
    a. Binoculars.
    b. Flashlight.
6. Plain view doctrine.
7. Fruit of poisonous tree doctrine.

C. General rule of constitutional reasonableness.

1. Search and seizure with a valid search warrant.
2. Exceptions.
    a. Incident to arrest.
    b. With consent, or
    c. In an emergency.

D. What may be searched for:

1. Fourth Amendment restriction.
    a. A nexus between the item seized and criminal behavior.
2. Traditionally allowed.
    a. Fruits of the crime.
    b. The instrumentalities of the crime.

B 5.4

- c. Instruments calculated to effect an escape from arrest.
- d. Contraband.

3. Fifth Amendment restriction.
    - a. Testimonial.

E. Rationale of the courts.

1. Unreasonable invasion of privacy.

F. Search warrants.

1. Statutory provisions.
    - a. Mechanics of obtaining and returning.
    - b. Inventory.
2. Probable cause for issuance.
    - a. What constitutes probable cause.
        - (1) Use of hearsay.
        - (2) Use of information from informants.
            - (a) Requirements.
3. What may be searched.
    - a. Description of place is necessary.
    - b. Extent of search.
        - (1) Exploratory search.
4. What may be seized.
    - a. Description of things sought.
    - b. Limitation of what may be seized.

G. Search of the person.

1. With a warrant.
2. By consent.
3. Incident to an arrest.
    - a. Arrest must be based on probable cause.

- (1) Arrest must be valid.
- (2) Arrest must precede search.
- (3) Search must be contemporaneous with arrest in time and place.
    - (a) Examples.

b. Search of places limited.

- (1) Chimel.

c. "Stop and frisk".

H. Search of premises.

1. With a warrant.
2. By consent.
    - a. Who may consent.
    - b. Must be freely, knowledgeably and intelligently made.
3. Incident to a lawful arrest.

I. Search of vehicles.

1. With a warrant.
2. By consent.
3. Incident to lawful arrest.
4. On probable cause.
5. Under forfeiture proceedings.
6. Roadblocks.
7. Abandonment.
8. Open view doctrine.

J. Explain the legal importance of a chain of custody.

K. Explain seizure of conversation using electronic surveillance.

1. Berger vs. New York.
2. Katz vs. United States.

L. Legal consequences of conducting an improper search and seizure.

1. Exclusionary rule.

2. Fruit of the poisonous tree doctrine.

M. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE MATERIAL

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Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Michigan State Police. MICHIGAN STATE POLICE HANDBOOK OF CRIMINAL LAW AND PROCEDURES. East Lansing, Michigan.

National District Attorneys' Association. THE LAW OF ARREST, SEARCH AND SEIZURE IN MICHIGAN. 211 East Chicago Avenue, Chicago, Illinois.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan. 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Court Functions - 10 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Describe the structure of both the Michigan and Federal court system.

B. Explain venue, including statutory limitations on types of offenses triable in particular courts and the difference between circuit and district court.

C. State the functions of a prosecuting attorney.

D. Describe the role of judges in relation to authorization of warrants and functions at a trial.

E. Cite the role and function of the jury.

F. Explain the grand jury system of Michigan.

G. Describe the following stages of criminal prosecution: indictment, arraignment, preliminary examination, pre-trial motions, trial, appeals, pre-sentence investigation, and sentencing.

H. Describe appellate procedures.

I. Explain proper courtroom demeanor and presentation of testimony.

J. Describe the court's ancillary functions: bond forfeiture, extradition, etc.

K. State the officer's obligation to carry out court orders and functions incident to the judicial process.

III. SUGGESTED OUTLINE OF MAIN POINTS

A. The intent of this topic is to provide the trainee with knowledge of both the structure and the role of the judicial system as part of the criminal justice system. Judicial procedure from initiation of charges to final adjudication will also be explained. A mock trial will be staged and evaluated if time permits.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

B 6.3

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Describe structure of the court systems.

1. Michigan State court structure and functions.

a. Supreme Court of the State of Michigan: 7 justices.

b. Court of Appeals: 12 judges (4 in each of 3 districts).

c. Circuit Courts: 45 circuits with 121 judges.

d. District Courts: 85 (of 101) districts with 166 judges.

e. Probate Courts.

f. Recorder's Court for the City of Detroit.

g. Common Pleas Court for the City of Detroit.

h. Municipal Courts.

i. Court of Claims.

2. United States Federal Court structure and functions.

a. Supreme Court of the United States: 9 justices.

b. Court of Appeals of the United States: 6th circuit and 9 judges.

c. District Courts of the United States.

d. Western District of Michigan: 2 judges.

(1) Northern Division - upper peninsula.

(2) Southern Division, counties of:

Emmet
Charlevoix
Antrim
Kalkaska
Missaukee
Osceola
Mecosta
Montcalm
Clinton
Ingham
Calhoun
Hillsdale

and all counties west.

e. Eastern District of Michigan: 9 judges.

(1) Northern Division.

(2) Southern Division.

B. Determining venue.

1. General rule:

a. If an offense is committed on the boundary of two or more counties, districts of political subdivisions, or within 1 mile thereof, venue is proper in any of the counties, districts or political subdivisions concerned.

2. Moving vehicles:

a. Offenses in a vehicle in transit, and actual location not known, venue is proper in any possible county, district or political subdivision.

3. Others: If venue is unknown (in the state), the Attorney General designates venue.

a. Section 3 of Chapter 2 of Act 175, P.A. 1927 (as amended by Act 213, P.A. 1970).

b. M.C.L.A. 762.3.

c. M.S.A. 28.846.

C. Statutory limitations on offenses.

D. Differentiation of circuit and district court jurisdiction.

1. Circuit court.

a. Original jurisdiction of civil claims over $3,000.

b. Superintending over all inferior courts.

2. District court.

a. The district court shall have exclusive jurisdiction in civil actions when the amount in controversy does not exceed $3,000.

b. The district court shall have jurisdiction of:

(1) Misdemeanors punishable by a fine or imprisonment not exceeding 1 year or both.

(2) Ordinance and charter violations punishable by a fine or imprisonment, or both.

(3) Arraignments, the fixing of bail and the accepting of bonds.

        (4) Preliminary examinations in all felony cases and misdemeanor cases not cognizable by the district court, but there shall not be a preliminary examination for any misdemeanor to be tried in a district court.

E. Function of city attorney, prosecuting attorney and attorney general (state).

  1. City attorney.

    a. Enforce city ordinances.

    b. Examine facts to determine:

      (1) Any violation of the law.

      (2) A prosecutable violation of the law.

    c. Authorize the issuance of a warrant for the violation.

  2. Prosecuting attorney (county).

    a. Enforce state laws, county and township ordinances.

    b. Examine the facts to determine:

      (1) Any violation of the law.

      (2) A prosecutable violation of the law.

  3. Attorney general (state).

    a. Enforce all state laws and ordinances including laws and ordinances of any political subdivision within the state.

    b. Examine the facts to determine:

      (1) Any violation of the law.

      (2) A prosecutable violation of the law.

    c. Authorize the issuance of a warrant for the violation.

    d. Provide assistance in prosecutions upon request.

    e. Interpret the statutes upon request by a state agency, a prosecutor, a legislator and township and city attorneys.

    f. Any acts in a supervisory capacity over prosecuting attorneys.

F. Issuance of complaints and warrants.

  1. Misdemeanor.

        - a. Authorization presented.
        - b. Complaint made under oath stating the violation.
        - c. Complaint and warrant must be reduced to writing.
        - d. Must show a specific crime, an approximate date, the location and identify or describe the person for whom the warrant is issued.
    - 2. Felony and circuit court misdemeanor.
        - a. Authorization presented.
        - b. Complaint made under oath stating the violation.
        - c. Complaint need not be reduced to writing, but warrant must be.
        - d. Must show a specific crime, an approximate date, the location and identify or describe the person for whom the warrant is issued.
    - 3. Issuance of warrants.
        - a. The following can accept complaints and issue warrants.
            - (1) Misdemeanors and probably high misdemeanors.
                - (a) Only district courts.
            - (2) Felony and circuit court misdemeanor.
                - (a) District court.
                - (b) Mayors and recorders of cities.
                - (c) Courts of record having criminal jurisdictions.

                  Circuit Courts.
                  Recorders court (Detroit).
                - (d) Justices of the Supreme Court.
- G. Grand jury system in Michigan.
    - 1. Structure.
    - 2. Function.
        - a. Indictments.
        - b. Warrants.
- H. Arraignment on a complaint.

B 6.7

1. Misdemeanor and high misdemeanor.
    a. Purpose - explain the charge to the defendant.
        (1) Advise him of his rights.
        (2) Establish the amount of an appearance bond.
    b. Receive the defendant's plea.
        (1) Guilty, determine the sentence.
        (2) Not guilty, set a trial date.
        (3) Mute, enter a plea of not guilty, set a trial date.
    c. Who may arraign.
        (1) If the defendant is arrested in any county other than where the warrant is issued, and upon the defendant's request he shall be taken before a magistrate in the county in which the arrest was made.
            (a) He may post an appearance bond guaranteeing his appearance within 20 days before the issuing magistrate.
        (2) If the defendant is arrested in the county where the warrant was issued, he shall be brought before the judge who issued the warrant, or in his absence, another qualified district judge of the same county.
2. Circuit court misdemeanor.
    a. Purpose - to explain the charges to the defendant.
        (1) Advise him of his rights.
        (2) Establish the amount of an appearance bond.
    b. Inquire of the defendant whether or not he wishes an attorney and, if he wants an attorney and lacks funds, arrange for an attorney through circuit court.
    c. Inquire of the defendant whether or not he wishes a preliminary examination.
        (1) If the defendant desires an examination, the issuing magistrate must set the date for the examination within 10 days of the defendant's appearance before the magistrate who issued the warrant.
        (2) If the defendant does not desire an examination, the examination is waived and the defendant is held for trial by the circuit court.

d. Who may arraign.

(1) If the defendant is arrested in any county other than where the warrant is issued, on a charge not cognizable by a district court judge, and if the person arrested shall request that he be brought before a judge of the county in which the arrest was made, it shall be the duty of the officer of person arresting him to bring such prisoner before a judge of that county.

(2) If the defendant was arrested in the county where the warrant was issued, he shall be brought before the district court who issued the warrant, or in his absence another qualified distruct judge of the same county.

3. Felony.

a. Purpose: Explain the charge to the defendant.

(1) Advise him of his rights.

(2) Establish the amount of an appearance bond.

(a) Except homicide, when the proofs are evident and the presumption of guilt is great.

b. Inquire of the defendant whether or not he wishes an attorney and, if he wants an attorney and lacks funds, arrange for an attorney through the circuit court.

c. Inquire of the defendant as to whether or not he wishes a preliminary examination.

(1) If the defendant desires an examination, the arraigning magistrate must set the date for the examination within 10 days of the date of arraignment, unless this 10 day period is waived by the defendant.

(2) If the defendant does not wish a preliminary examination, the examination is waived and the defendant is held for trial by the circuit court.

d. Who may arraign.

(1) The district court judge that issued the warrant.

(2) In the absence of the magistrate that issued the warrant by another magistrate in the county in which the warrant was issued.

I. Preliminary Examination.

1.. Misdemeanor and high misdemeanor: None.

2. Felony - circuit court misdemeanor.

    a. Purpose is only to establish a prima facie case (probable cause) to hold the defendant for trial by the circuit court. No actual determination of innocence or guilt is made.

    b. Probable cause established, defendant held for trial by circuit court.

    c. Probable cause not established, defendant discharged.

        (1) Without prejudice in that if additional evidence is obtained a new warrant may be issued on the same charge.

            (a) Not double jeopardy because the examination is not a trial.

J. Arraignment on the information.

1. Misdemeanor and high misdemeanor: None.

    a. Exception: an appeal from a district court conviction is in the form of a new trial in which the original complaint and warrant are used.

        (1) Reason for this is that there is no record made in the lower court that the circuit court could review.

2. Felony and circuit court misdemeanor.

    a. The "information" itself is a document prepared by the prosecutor containing the specific charges in the same manner as the warrant. It must also have names of prosecution witnesses endorsed on it.

    b. Purposes.

        (1) Provide the defendant with a copy of the specific charges.

        (2) Provide the defendant with a list of witnesses that are to appear against him.

        (3) Determine the plea of the defendant.

            (a) Not guilty.

                1. Set a trial date or place the case on the court docket.

            (b) Mute.

                1. Enter a plea of not guilty.

2. Set a trial date or place the case on the court docket.

(c) Guilty.

1. Examine the defendant as to his plea.

2. Set a date for sentencing.

K. Trials.

1. General facts.

a. The defendant is presumed innocent until he is proven guilty.

(1) Not just a preponderance of evidence but beyond a reasonable doubt.

b. The defendant has a right to a speedy trial.

c. The defendant has the right to counsel.

(1) He may waive this right and represent himself.

d. The defendant has the right to a trial by his peers (equals) this is the jury.

(1) He may elect to waive a jury trial and have his case heard by a judge alone.

e. The defendant is not required to take the witness stand in his own defense.

(1) No inference of guilt can be drawn from his failure to take the stand.

f. In traffic cases it is not necessary that the defendant be present. He must be represented by someone, however.

(1) He must be present in felony trials.

2. Trial by jury.

a. Picking the jurors for jury duty.

(1) The court clerk picks from previously submitted names a certain number that is ordered by the court, from qualified voters within the county.

(2) The sheriff serves notice by mail upon every juror summoned to serve within ten days before the first day of court.

b. Impaneling the jury.

(1) The names of the jurors are picked by the court clerk from a box that they have been placed in.

  (a) 6 for misdemeanor trials.

  (b) 12 for felony and circuit court trials.

  (c) In felony cases, two alternate jurors may also be sworn.

    1. If not needed the two alternates are dismissed prior to jury deliberation.

(2) The clerk then administers the oath.

(3) Voir dire examination (qualifications and competency to serve as a juror).

  (a) Both the defendant and the prosecution may challenge.

    1. For cause (particular reason) unlimited.

    2. Pre-emptory (without reason) five.

  (b) Challenges may be made to individual jurors or to the jurors as a group.

c. Duties of the judge.

(1) The trial judge controls all proceedings during the trial.

(2 (a) In a criminal trial the judge interprets the law, jury is concerned only with the facts.

d. Opening statement.

(1) The opening statement may be given by both the counsel for the prosecution and defense.

(2) Usually the prosecution gives the first opening address.

(3) The purpose of an opening statement is to explain to the jury the nature of the issue to be tried in order to better understand the bearing of the testimony given during the trial.

e. Order of proof.

(1) The prosecutor will usually introduce his evidence first in order to prove a prima facie case.

(2) The sequence of the order of proof is as follows:

(a) Prosecution witness.

1. Direct examination by the prosecutor.
2. Cross-examination by the defense attorney.
3. Re-direct examination by the prosecutor.
4. Re-cross-examination by the defense attorney.

(This procedure is followed with each witness until the prosecution rests.)

(b) Defendant's witness.

1. Direct examination by the defense attorney.
2. Cross-examination by the prosecutor.
3. Re-direct examination by the defense attorney.
4. Re-cross-examination by the prosecutor.

(This procedure is followed with every witness until the defense rests.)

(c) Rebuttal.

1. Direct examination of the prosecution's witness by the prosecutor.
2. Cross-examination of the prosecution's witness by defense attorney.
3. Re-direct examination of the prosecution's witness by the prosecutor.
4. Re-cross-examination of the prosecution's witness by the defense attorney.

(d) Sur-rebuttal.

1. Direct examination of the defense witness by the defense attorney.
2. Cross-examination of the defense witness by the prosecutor.
3. Re-direct examination of the defense witness by the defense attorney.
4. Re-cross-examination of the defense witness by the prosecutor.

f. Examinations.

(1) Direct examination.

(a) Usually consists of asking the witness the more simple type questions.

(b) Facts are usually brought out in chronological order, leading the witness from point to point, according to the order of time and their importance.

(2) Cross-examination.

(a) Cross-examination follows the direct examination.

(b) Cross-examination is a means by which the defendant defends himself against the prosecution and is used against a witness to test his truthfulness and capability.

(c) It is restricted to facts brought out on the direct examination, but judges are very lenient in this area.

(d) Only one counsel for each side may cross-examine a witness.

(e) The extent of cross-examination of a witness is left to the descretion of the trial judge.

(3) Re-direct examination.

(a) This follows the cross examination.

(b) Re-direct examination is usually limited to new information brought out on cross-examination. If new information is brought out at this time, the witness may then be re-cross-examined.

(4) Re-cross-examination.

(a) The witness may be examined only on information brought out on re-direct-examination.

(5) The defendant's case.

(a) When all of the prosecution's evidence has been presented, the defendant may ask to have the case dismissed as the prosecutor failed to prove a prima facie case.

(b) If the defense fails to request the dismissal of the case, it is considered that he has conceded that the prosecutor has brought out sufficient evidence to prove a prima facie case.

- (6) Rebuttal.
    - (a) If, at this time, new matter is brought out by the defense attorney, the prosecutor may introduce evidence to tend to contradict or rebut this new matter.
- (7) Sur-rebuttal.
    - (a) If the prosecution brings out new information in his rebuttal, the defense attorney may offer further evidence to contradict it.

g. Motions.

- (1) After all evidence has been presented both sides rest.
- (2) The defense must renew the motion to dismiss the case, on grounds that the prosecution failed to prove his case.

h. Summation.

- (1) The purpose of summation is to interpret the facts brought out by evidence.
- (2) It helps the jury decide on which side the truth lies.
- (3) It is used as a means of trying to convince the jury that justice requires them to decide in favor of the speaker's case.

i. Judge's charge to the jury.

- (1) The judge instructs the jury after the counsel for both sides have summed up the case.
    - (a) This is known as the judge's charge to the jury.
- (2) He explains to the jury such points as follows:
    - (a) The burden of proof.
    - (b) The weight of evidence.
    - (c) Facts which the jury should decide.
    - (d) Laws which are applicable to certain facts of the case.
- (3) The judge's charge to the jury is made in the presence of the counsel for both sides.

j. Verdict.

- (1) The verdict is announced orally by the foreman of the jury.

(2) Sealed verdict.

(a) In the event that the judge is unable to receive the verdict at the end of deliberation by the jury they may return a sealed verdict.

(b) The verdict is written on a piece of paper and signed by all members of the jury.

(c) This paper is sealed in an envelope and delivered to the court officer by the foreman of the jury.

(d) The jury may then be excused until a designated time when they will return to court.

(e) When the jury returns the court officer delivers the sealed envelope to the foreman who will open and read the verdict to the court.

(3) The verdict in a felony case cannot be received by anyone other than a trial judge.

(4) If the jury returns unable to deliver a verdict (hung jury) the judge may:

(a) Instruct the jury to return for additional deliberation.

(b) Dismiss the jury and set a date for a new trial.

k. Pre-sentence investigation (if found guilty).

l. Sentence (if found guilty).

(1) Time and date for sentencing established by trial judge.

(2) May be immediate.

(a) May be delayed pending pre-sentence investigation report.

(3) Wide discretion, within the statutory limitations, by the sentencing judge.

m. Discharged (if found not guilty).

(1) If the defendant is found not guilty he is discharged and may not be tried for the same offense originating out of the same set of facts.

(a) This does not preclude prosecution under a similar federal statute.

L. Appeals.

1. Prosecution.

    a. Grounds - error prejudicial to state in connection with preliminary motions.

    b. Time - must take immediate steps.

  2. Defense.

    a. Grounds - as a matter of right, must show prejudicial error.

    b. Time - 20 days.

M. Proper courtroom demeanor and presentation of testimony.

  1. Case preparation.

    a. Review the case.

    b. Check physical evidence.

    c. Be prompt. If unable to appear notify prosecutor.

    d. Pre-trial conference with the prosecutor.

  2. Appearance.

  3. Testifying.

    a. Direct examination.

    b. Cross examination.

  4. Leaving the witness stand.

    a. Wait to be excused.

N. Ancillary functions of the court.

  1. Bond forfeiture.

  2. Extradition.

O. Officer's obligation to carry out court orders.

P. Summary.

  1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE MATERIAL

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

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Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

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INSTRUCTOR GUIDELINES

I. TITLE: Law of Evidence - 10 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Define what is meant by evidence.

B. State the purpose of the rules of evidence.

C. Explain the doctrine of judicial notice.

D. Explain the concept of presumption of innocence and the burden of proof rests with the state to establish guilt beyond reasonable doubt.

E. Define corpus delicti.

F. State admissibility requirements with regard to evidence being relevant, material and competent.

G. Define conclusive and rebuttable presumptions.

H. Define the concept of Res Gestae.

I. Define the concept of privileged communication.

J. Identify the best evidence rule.

K. Explain hearsay evidence.

L. Explain the importance in maintaining the competency and creditability of the chain of evidence.

M. Explain opinion evidence.

N. Explain the Exclusionary Rule and "Fruit of the Poisonous Tree" doctrine.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the officer with a basic understanding of the rules of evidence commonly recognized by the judicial system. Emphasis shall be placed upon the police officer's responsibility to comply with current requirements to assure admissibility of evidence.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

- A. Define evidence.
  - 1. Distinguish between evidence and proof.
- B. Purposes of the rules of evidence.
  - 1. To settle disputes on the basis of reason.
  - 2. To bring about rational persuasion.
  - 3. To eliminate all persuasion not based on reason.
- C. Basis for rules of evidence.
  - 1. Only facts having rational probative value are admissible.
  - 2. All facts having rational probative value are admissible unless forbidden by a specific rule.
- D. Developments in the history of evidence.
  - 1. Primitive times to 1200 A.D.
    - a. Trial by ordeal.
    - b. Trial by combat.
    - c. Trial by compurgation.
  - 2. 1200 to 1500 A.D.
    - a. First use of juries.
  - 3. 1500 to 1700 A.D.
    - a. Gradual employment of witnesses.
    - b. Numerical or quantitative system.
    - c. Arise of the question of admissibility.
    - d. Arise of the questions of competency and privilege.
    - e. Right to compulsory attendance of witnesses.
    - f. Privilege against self-incrimination.
    - g. Rule against use of character of accused.
  - 4. 1700 to 1790 A.D.
    - a. Right of cross examination.
    - b. Best evidence doctrine.

c. Use of certified copies.

d. Rules for impeachment and corroboration of witnesses.

e. First treatises on rules of evidence.

5. 1790 to 1830 A.D.

a. Establishment of uniform rules by means of published precedents and publication of treatises setting out these established rules.

6. 1830 to 1860 A.D.

a. Changes in criminal field based on reform bills in England.

b. Similar reforms in United States after 1840, based on English reform bills.

7. Since 1860 A.D.

a. Changes resulting from increased cases appealed to courts of last resort.

b. Statutory laws to meet changing conditions.

E. Functions of court and jury relative to evidence.

1. Court determines admissibility.

2. Jury determines weight and credibility.

F. Matter in issue which requires no evidence be presented.

1. Judicial notice.

a. Facts forming part of the common knowledge of every person of ordinary understanding and intelligence.

b. General customs and usages.

c. Laws of nature.

d. Facts scientifically established such as commonly known laws of physics, mechanics and mathematics.

e. Well known facts relating to health, human life and conduct.

f. Well known geographical facts.

g. Historical facts.

h. Facts of common statistical knowledge.

- i. Usual meaning of words, phrases, symbols and abbreviations.
- j. Computation of time, days of the week, etc.
- k. Governmental matters.
- l. Public laws.
- m. Anything of common knowledge.

2. Judicial admissions.
   - a. Admissions on record in open court.
   - b. Stipulation.

G. Direct and circumstantial evidence.

1. Define each.
2. Give examples.

H. Presumptions and burden of proof.

1. Define a presumption and give basis for them.
2. Presumption of innocence.
3. Burden of proof.
4. Quantum of evidence necessary to overcome presumption of innocence.
5. Necessity of negativing every reasonable theory consistent with innocence.
6. Give examples of particular presumptions.
   - a. Attempt to destroy or withhold evidence.
   - b. Knowledge of the law of the land.
   - c. Failure of the defendant to testify as not raising a presumption against him.
   - d. Lack of contradiction of testimony of the commission of a crime may be considered by jury.
   - e. Sanity and evidence necessary to rebut.

I. Effect of rebuttal of presumption by defense on burden of proof.

1. Necessity of proving beyond all reasonable doubt that which previously had been presumed.

J. Intent.

1. As necessary element of crime and give examples of exceptions.
2. General intent and what is necessary to prove it.
3. Specific intent and how it is proved by words and actions.

K. Intoxication as a defense.

1. General rule where only necessary to prove general intent.
    a. Intoxication is no defense.
2. Give rule in offenses where necessary to prove specific intent.
3. Discuss rule where Delerium Tremens or other insanity results from intoxication.

L. Prima Facie Evidence.

1. Definition.
2. It is a rebuttable presumption.
3. Statutory presumptions as prima facie evidence.
4. Sufficient basis for jury to convict if uncontradicted.

M. Corpus Delicti.

1. It is the body of the offense.
2. Proving it means proving the offense charged has been committed.
3. It is proved by establishing elements which constitute offense has been committed.
4. Necessity for officers to know all elements of any offense they are called upon to investigate.

N. Relevancy and facts in issue.

1. Prosecution has burden of proving crime charged has been committed (corpus delicti).
2. Prosecution must prove person charged is one who committed it.
3. These are facts in issue in criminal case.
4. Both must be proven beyond all reasonable doubt.
5. Only evidence which goes to prove, or disprove, one of facts in issue, is relevant.

6. Only relevant evidence is admissible.

O. Competency.

1. Goes to admissibility based on "Worthiness" of evidence.

2. Evidence may be relevant but incompetent because barred by rules of evidence.

3. Give general rule concerning competency of witnesses. Exceptions:

   a. Children under ten years only if court satisfied child sufficiently intelligent and believable.

   b. Insane, idiots and imbeciles.

   c. Husband and wife and show exceptions.

4. Defendants and accomplices as competent witnesses.

5. General witnesses.

6. Discuss right of counsel to cross examine opposing witnesses for purpose of establishing lack of credibility.

P. Res Gestae.

1. All of the acts which go to make up one transaction. Clarify with an example.

2. Examples which constitute part of the res gestae.

   a. Motive.

   b. Threats or prior hostility in crimes of violence.

   c. Acts and conversations of conspirators during period of the conspiracy.

   d. All events leading up to a homicide.

   e. Acts tending to show guilty knowledge, e.g. false alibis, attempts to escape arrest, attempts by defendant to bribe his way out of arrest or prosecution.

3. Point out importance of officers taking statements where subject gives alibi known to be false.

4. Prosecution has duty of presenting entire res gestae.

5. Prosecution has right to impeach hostile res gestae witnesses.

Q. Character and reputation.

1. Defendant's character not in issue unless put in issue by the defense.

2. Defendant's character cannot be used against him unless first placed in issue by the defense because:
    a. Evidence of bad character is highly prejudicial.
    b. It alone could result in conviction instead of proof of guilt.
    c. A person of bad character has benefit of presumption of innocence.
3. Prosecution has right to rebut character testimony of defense witnesses.
4. Purpose of rebuttal is not to show bad character but to refute claim of good character.
5. Rebuttal prevents defense from imposing false character on the tribunal.
6. Only reputation of defendant in his community can be shown.
7. Specific acts and incidents cannot be shown.
8. Character trait, for which reputation is shown, must relate to the offense charged, e.g. reputation for moral character in sex case; reputation for honesty in larceny case, etc.

R. Privileged communications.

1. Between defendant and minister, priest, attorney or physician.
2. Defendant and teacher, guidance officer, etc.
3. Between reporters and informants.
4. Between client and accountants.
5. Husband and wife.
6. Officers and informants.
7. Exceptions.

S. Evidence of other offenses.

1. General rule prevents use of such evidence.
2. Exceptions.
    a. Evidence directly showing guilt of crime charged.
    b. Other acts committed during period of continuing offense.
    c. Where necessary to show motive, intent, lack of accident or defendant's scheme, plan or system.

d. Prior similar offenses, with same person, in prosecution for sexual crime.

e. Where they are part of the res gestae of the offense charged.

T. Opinion evidence.

1. Expert.

a. Must be qualified.

b. Qualification must be stipulated.

U. Best evidence rule.

1. Applies to writings where it is sought to establish the terms or contents of the writing.

2. Not applicable where only the existence of a writing is sought to be established.

3. Not applicable to public records.

4. Requires use of original writing.

5. Discuss secondary evidence and showing necessary before it can be used as evidence.

V. Demonstrative evidence.

1. Tangible evidence contrasted with testimonial evidence.

2. Purpose is to assist court and jury in better understanding of the facts.

3. It demonstrates.

4. Must be in the same condition as at time of occurrence or differences must be explained.

5. Must be authenticated by testimony to make it relevant.

6. May be direct evidence as when offered to prove facts about the object itself, e.g. caliber of a weapon.

7. May be circumstancial evidence, e.g. clothing of defendant bearing blood stains in homicide case.

8. Examples of demonstrative evidence:

a. Prepared evidence, e.g. maps, sketches, etc.

(1) Show necessity for identification by witness, verification of correctness and for establishing relevancy.

- b. Photographs and movies.
  - (1) Must be relevant and be correct representation of facts sought to be portrayed
  - (2) Not necessary person who introduces be the photographer or have knowledge of time or conditions of taking.
  - (3) Witness must have knowledge of scene pictured.
  - (4) May be posed if original scene is portrayed.
- c. Jury may be permitted to view scene.
  - (1) Is matter in discretion of court.
- d. Experiments.
  - (1) Must be fair.
- e. Exhibits.
  - (1) Generally they may be taken into the jury room.

W. Hearsay rule.

- 1. Purpose of rule.
- 2. Major exceptions.
  - a. Opinion evidence.
  - b. Expert testimony.
  - c. Res Gestae statements.
  - d. Statements of third persons in presence of defendant.
  - e. Admissions and confessions.
  - f. Testimony at previous hearing or trial.
  - g. Statements of conspirators during period of conspiracy.
  - h. Dying declarations.
- 3. Documentary evidence.
  - a. Use of public records.
  - b. Certified copies.
  - c. Authenticated copies.
  - d. Discuss use of non-public records.

X. Past recollection recorded and present memory refreshed.

1. Distinguish between them.
2. Use of notes to refresh memory.
3. When notes or memorandum itself can be placed in evidence.

Y. Maintaining the chain of evidence.

1. Discovery of the evidence.
2. Collection.
3. Transportation.
4. Laboratory examination.
5. Custody pending trial.
6. Exhibition in court.

Z. Exclusionary rule.

1. Rules of evidence are set up to protect defendants through exclusion of evidence.
2. "Fruit of the Poisonous Tree" doctrine.

AA. Summary.

1. The summary should be a review of important points discussed, including the Training Objectives. All questions should be resolved. A short quiz should serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor.

V. RESOURCE MATERIAL

Publications:

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INSTRUCTOR GUIDELINES

I. TITLE: Criminal Law - 14 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Explain the sources of criminal law in Michigan: common law, precedents, statutes or code laws and Attorney General's opinion.

B. Explain the sources of law and general classifications of law; such as criminal, civil, tort, and offenses against property versus offenses against persons.

C. Define and explain the classifications of crime: felony, circuit court misdemeanor, and misdemeanor.

D. Cite the most common criminal offenses specified by Michigan substantive criminal law and state the elements of each offense.

E. Define and explain criminal defenses.

F. Identify legal terms, phrases, and definitions.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with an introduction to the sources of law in the United States, with special emphasis on Michigan law. Classifications of crime will be discussed as well as the elements of the more frequently encountered criminal law violations. The trainee will be familiarized with the legal terms, phrases, and definitions commonly encountered.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

- A. Sources of American law.
  - 1. Common law.
    - a. English.
    - b. Precedent.
  - 2. Statute law.
    - a. Michigan Penal Code.
    - b. Michigan Code of Criminal Procedure.
    - c. Michigan Vehicle Code.
  - 3. Roman law.
- B. General classifications.
  - 1. Criminal law.
    - a. Substantive law.
    - b. Procedural or adjective law.
  - 2. Civil law.
    - a. Contract.
    - b. Torts.
  - 3. Differentiate between offenses against property versus offenses against persons.
- C. Sources of Michigan criminal law.
  - 1. Common law.
  - 2. Statute or code law.
  - 3. Constitutional law.
  - 4. Attorney General opinions.
- D. Definition of crime.
  - 1. A Crime is an act or omission forbidden by law punishable by conviction by one of the following.
    - a. Death - but abolished in Michigan.
    - b. Imprisonment.

  - c. Fine.
  - d. Removal from office.
  - e. Disqualification to hold any office of trust.
- 2. Two general types of crimes:
  - a. Felony.
    - 1) A crime punishable by imprisonment in the state prison.
  - b. Misdemeanor.
    - 1) Circuit court misdemeanor or high misdemeanor - imprisonment and fine in excess of 90 days and/or $100. Up to 2 years in prison.
    - 2) Misdemeanor - $100. and/or 90 days.
- 3. Crimes of Michigan are defined by:
  - a. The common law.
    - 1) Case law derived from England and which has been expanded by American case law.
  - b. Statutory law.
    - 1) Traditional common law crimes codified.
  - c. Attorney General opinions.
    - 1) Not law.
- 4. Crimes may be defined by the several governments of our nation.
  - a. Federal law - U.S. Congress.
  - b. State legislative, the crimes which local police are primarily concerned with.
  - c. Local legislatures, which are limited to misdemeanor legislation.
    - 1) City commissions.
    - 2) County board of supervisors.
    - 3) Township boards.
- 5. Elements: Elements of crime are the distinctive character of a crime.
  - a. Elements must be proven in order to establish the corpus delecti.

b. The corpus delecti cannot be proven, that is, the elements cannot be proven merely by confession.

c. Therefore, it is important that officers are aware of the elements of a crime at the initial investigation to assure discovery of evidence to prove the elements.

E. The theory of included offenses.

1. Many offenses consist of lesser and included offenses.

2. Lesser and included offenses have all the elements of the major offenses but usually lack some of the elements of major crimes which make them less serious.

a. Example: Petty larceny and grand larceny. Petty larceny has all the elements of grand larceny, except petty larceny lacks the element of the amount being over $100.

3. At the time of trial, juries or judges are given the option to convict on lesser and included offenses according to their determination of the facts.

4. A conviction of a lesser included offense prohibits conviction of a higher offense under the law of double jeopardy.

F. Crimes of violence against the person.

1. Homicide: the unlawful killing of a person.

a. The killing of another person is permissible if:

1) A police officer in the performance of his duty repelling force by force finds it necessary to kill.

2) Where killing is necessary to prevent a felony.

3) Where it is necessary to kill to prevent the escape of a felon, that is, a person who has committed a felony.

4) Where killing is necessary to secure the arrest of a person who has committed a felony.

5) Where it is necessary to kill to suppress a riot.

6) Self-defense: Where it is necessary to kill when one is in peril and it is necessary to use deadly force to repel the attack.

7) Deadly force should at all times be avoided and only used as a last resort.

b. Murder in the first degree - Felony (life).

1) If perpetrated by means of poison.

2) Or if killing is:

a) Willful.

b) Deliberate.

c) Premeditated.

3) or if killing is premeditated in the attempting to commit arson, larceny of any kind, extortion, kidnapping, rape, robbery, or burglary (Felony--murder rule).

c. Murder in the Second Degree - Felony (life), is a killing:

1) Which is willful and deliberate.

2) In which there is malice aforethought, which means a wicked and depraved mind.

3) But, there is no premeditation.

d. Manslaughter - Felony (15 years).

1) Voluntary manslaughter is a killing done willfully and deliberately but in the heat of passion caused by provocation.

2) Involuntary manslaughter is killing not deliberate but where there is:

a) Knowledge of a situation requiring exercise of ordinary care and diligence to avert injury to another.

b) The ability to avoid resulting harm by ordinary care and diligence.

c) The intentional omission to use such care and diligence to avert threatened danger.

3) Involuntary manslaughter is often charged in automobile accidents caused by reckless and drunk driving.

e. Negligent Homicide.

1) High misdemeanor (2 years) is the killing of a person by the negligent operation of an automobile or watercraft.

2. Assaults.

a. An assault is an offer with force and violence to do corporal hurt to another with an apparent means of carrying out the attempt. A touching is not necessary. It must be intentional.

  1) An ordinary assault where there is no touching is a misdemeanor.

  2) If there is a touching, this constitutes a battery, hence, there is the Assault and Battery.

  3) An Assault with Intent to Commit Murder: an assault which is made with ability and the intention to commit the aforementioned crime of murder--life imprisonment.

  4) Assault with Intent to Commit Great Bodily Harm: An assault with the intention and the means to cause great bodily harm--Felony, 10 years.

  5) Felonious Assault: any assault with a dangerous weapon such as a gun, knife, club, or brass knuckles. No proof is necessary as to the harm intended--Felony, 4 years.

  6) Aggravated Assault: Circuit Court or High Misdemeanor (1 year) is an assault which results in an aggravated injury.

  7) Assault with Intent to Rape: what it says--Felony, 10 years.

3. Rape - Felony (life).

  a. Forcible Rape.

    1) Carnal knowledge of a woman without her consent.

    2) The woman must resist to the fullest extent.

    3) There must be some force threatened.

  b. Statutory Rape - carnal knowledge with a girl under the age of 16 years.

4. Molestations of Children.

  a. Indecent liberties - Felony (10 years).

    1) A boy or girl under the age of 16 years - taking liberties of such child.

  b. Accosting or Soliciting - Circuit Court or High Misdemeanor. Max: 1 year.

B 8.7

1) Concerns any child under 16 years.

2) Soliciting or accosting for the purpose of doing something lewd or immoral.

c. Contributing to the Delinquency of a minor - Misdemeanor.

1) Involves any child under the age of 17 years.

2) The offense consists of causing the child to do any delinquent act such as leaving home, staying out all night, committing a crime, or engaging in immoral acts.

5. Kidnapping - Felony (life). Imprisoning or confining and carrying away a person without their consent.

6. Abducting. Taking a woman away against her will by force for the purpose of defiling her.

G. Larceny.

1. Elements.

a. A taking of goods.

b. A carrying away.

c. The taking or carrying away must be with a felonious intent, that is, the intent to deprive the owner of the goods.

d. The goods must belong to another.

e. The taking must be without the consent and against the will of the owner.

2. If goods are valued over $100. - Felony (5 years). If goods are valued under $100. - Misdemeanor (Grand and Petty Larceny).

3. Larceny From a Person, means taking off the person the property such as pick-pocketing - Felony (10 years).

4. Larceny From a Building is constituted when the larceny is within a building such as a store, shop, service station, house, etc., known as shoplifting - Felony (4 years).

5. Larceny by Conversion occurs when the property was willingly handed over to the recipient but the recipient never gave it back. Such as if a shop-keeper willingly gave some goods to his employee for delivery and the employee converted them to his own use.

a. Over $100. - Felony (5 years).

b. Under $100. - Misdemeanor.

6. Larceny from a Motor Vehicle.

a. If goods stolen inside of a car under the value of $5.00 a simple misdemeanor.

b. If goods stolen from the inside of a car are over the value of $5.00 - a felony (5 years).

c. If goods are stolen as a result of breaking and damaging an automobile it is a felony - (5 years). (Regardless of amount).

d. If goods stolen are a wheel, tire, radio, heater, or clock, this constitutes a felony (5 years) regardless of value.

H. Breaking and Entering.

1. Elements.

a. There must be a breaking, that is, the exercise of force to penetrate the entrance.

b. There must be entry.

c. At the time of the entrance, there must be an intention to commit a felony or to commit larceny.

2. If the Breaking and Entering is of any building, it constitutes a felony (10 years).

3. If the Breaking and Entering is of an occupied dwelling, that is, a dwelling in which people are living, even though they are absent at the time of the Breaking and Entering, it is a 15-year felony.

4. If there is an entering with intent to commit larceny, but no breaking, it is a 5-year felony.

5. The structure of the Breaking and Entering need not be an actual house or building, but may be a garage, barn, or shed on the property itself, that is, anything within the curtilage.

6. If the Breaking and Entering is of a store-case or coin box, it is a six-month misdemeanor.

7. Possession of burglary tools is also a felony.

I. Robbery.

1. Armed Robbery - Felony (life).

a. An assault by the defendant upon a victim.

b. A felonious taking of property.

c. Defendant is armed with a dangerous weapon or object that appeared to be a dangerous weapon such as a toy pistol.

2. Unarmed Robbery - Felony (15 years).

   a. An assault with force in violence and putting into fear.

   b. Taking of property from the victim or near his presence.

   c. Defendant is not armed with a dangerous weapon.

3. Assault with Intent to Commit Armed Robbery - Felony (life).

   a. An assault with a dangerous weapon.

   b. The presence of an intention to rob the victim.

   c. This occurs at every completed robbery, but the offense is usually charged only when no property is actually taken.

4. Assault With Intent to Commit Unarmed Robbery - Felony (15 years).

   a. An assault with force and violence but without a dangerous weapon.

   b. Presence of intention to rob the victim.

   c. This offense occurs at every completed unarmed robbery but the offense usually is only charged when no property is actually taken.

J. Carrying Weapons Unlawfully.

1. Carrying Concealed Weapons - Felony (5 years).

   a. Guns.

      1) Cannot be carried in a vehicle or concealed on one's person without a license.

      2) Guns can be kept in one's dwelling house or place of business without a license.

   b. Daggers, Dirks, or Stilettos cannot be carried concealed on one's person or in a vehicle and there is no license to so carry obtainable.

2. Carrying Firearms or Dangerous Weapons with Unlawful Intent Felony (5 years).

   a. This applies to firearms, razors, or any knife with a blade over three inches long.

   b. The essential element of this offense is that the defendant is armed with such a weapon and there is an apparent intent to use the same unlawfully against another person.

c. Usually charged when the defendant was about to attack another person unlawfully but has been stopped prior to any assault.

K. Checks.

1. Forgery - Felony (14 years).

   a. The making of a false document.

   b. Intent to injure and defraud another.

   c. The exposure of some person to loss or risk of loss. Example: Endorsing A's name on a check payable to A.

2. Uttering and Publishing - Felony (14 years).

   a. The passing of a forged check.

   b. The intent to injure and defraud the person who accepts and cashes the check. Example: This occurs when the person who passes the bad check actually did not forge the signature.

3. Passing a check without an account - Felony (2 years).

   a. The passing of a check for money.

   b. No false name on the check.

   c. No account or credit in the bank.

4. Passing check without sufficient funds: if amount under $50. Misdemeanor - Over $50. Felony (1 year).

   a. Passing check, no false names or signature.

   b. No money in the bank to cover the check.

   c. Proof that there wasn't sufficient money in the bank to cover check is presumed to be the case if passer is notified that his check is no good and he does not redeem the check within five days.

5. Passing three checks within ten days without sufficient funds - Felony (2 years).

   a. Passing checks without sufficient money in the bank.

   b. Three of them within ten days.

L. Miscellaneous Offenses.

1. Malicious Destruction of Property (MDP).

   a. Consists of intentionally destroying property.

   b. Under $100. misdemeanor; over $100. Felony - (5 years).

   c. Actually this offense distinguished as to whether it is personal property or real property.

   d. Malicious Destruction of personal property of a police or fire department - Felony.

2. Auto Theft.

   a. Driving Away a Motor Vehicle - Felony.

      1) Take possession and drive away.

      2) Motor vehicle.

      3) Without authority.

      4) Vehicle belongs to another.

      5) Unlawfully driving away an automobile - Felony (5 years).

      6) Unauthorized use of automobile. Circuit Court or High Misdemeanor (2 years) (known as "joyriding"). No intention of continuously keeping automobile.

3. Exciting a Disturbance - Misdemeanor.

4. Common Law Conspiracy to commit any crime, felony or misdemeanor - Felony (5 years).

5. Obtaining Money Under False Pretenses.

   a. Under $100. - Misdemeanor.

   b. Over $100. - Felony (10 years).

6. Receiving and Aiding in the Concealment of Stolen Property.

   a. Over $100. - Felony (5 years).

   b. Defendant must know property received and concealed is stolen either at the time he receives it or any time he continues to conceal it.

7. Trespassing - Misdemeanor.

   a. Defendant goes on property having been forbidden to go thereon.

   b. Defendant having properly gone on property and refuses to leave after owner commands.

8. Resisting Arrest or Interference with Arrest - High Misdemeanor (2 years).

- a. Fleeing from Traffic Arrest (Circuit Court & High Misdemeanor).

9. Arson - various degrees (all felony).

10. Impersonating Law Enforcement Officer - High Misdemeanor (1 year).

11. Disorderly Person consists of variety of offenses.

12. Embezzlement.

    a. Agent, servant, employee of another.

13. Indecency.

14. Controlled Substances.

    a. Can arrest on reasonable cause for a misdemeanor punishable by imprisonment of a year or more.

    b. Delivery, possession, use.

        1) Narcotic.

        2) Amphetamine.

        3) Barbiturate.

        4) Hallucinogen.

        5) Marihuana.

15. Riot.

    a. Unlawful Assembly.

        1) Five or more, violent conduct.

M. Attempts.

1. Included offenses in every principal charge.

2. Penalty is usually less.

3. Must have -

    a. Intent to commit the crime.

    b. An act by the defendant necessary for its commission.

    c. Failure to complete commission of crime.

    d. Need more than mere preparation for the crime.

N. Accomplice Statute: Anybody who aids, abets or assists in the commission of an offense is guilty as the principal and is to be charged, tried, and convicted like the principal.

O. Criminal Defenses.

1. Mistake of Fact.

2. Intent a specific element.

3. Legal insanity.

4. Immaturity.

   a. Juvenile.

5. Intoxication.

   a. Where intent is a specific element.

6. Justification.

   a. Protection of life and person.

   b. Protection of property.

   c. Maintenance of Public Order & Safety.

7. Entrapment.

   a. Criminal design originates with the officer.

P. Legal Terms.

1. Injunction.

   a. Restraining order issued by the court.

2. Warrant.

   a. Orders an arrest.

3. Capias.

   a. A process for the arrest of a defendant.

4. Attachment.

   a. Seizure and taking into custody of the person or property of a party to the suit.

5. Summons.

   a. Issued by a peace officer directing the defendant to appear in court.

6. Subpoena.

   a. A process to cause a witness or complainant to appear and give testimony.

7. Writ of Habeas Corpus.

   a. Directed to a person detaining another commanding him to produce the prisoner at a certain time and place.

8. Ejectment.

   a. Legal action to gain possession of real property.

9. Eviction.

   a. Deprivation of the possession of real property.

10. Writ of Execution.

    a. A writ of final process issued to a sheriff to carry out a judgement of a civil court.

11. Replevin.

    a. A form of action for recovering possession of specific chattels which apparently have been taken from the plaintiff unlawfully.

Q. Summary.

   1. The summary should be a review of important points discussed, including the Training Objectives. All questions should be resolved. A short quiz should serve as an evaluation of both the trainee's understanding and the teaching ability of the instructor.

V. RESOURCE AND HANDOUT MATERIAL:

Handout:

Michigan State Police. MICHIGAN STATE POLICE HANDBOOK OF CRIMINAL LAW AND PROCEDURES. East Lansing, Michigan.

Publications:

MICHIGAN COMPILED LAWS ANNOTATED.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Juvenile Law - 2 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

- A. State the jurisdiction and uniqueness of the probate court.
- B. State laws, legal limitations and rights of juvenile offenders.
- C. Identify the primary justifications for the detention of juveniles.

III. SUGGESTED TEACHING ACTIVITIES

- A. The prime intent of the topic is to provide the trainee with a working knowledge of the Michigan Juvenile Code and juvenile court procedures.
- B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.
- C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.
- D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.
- E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Juvenile division of probate court.

1. Philosophy and history.

a. Development of juvenile or children's court.

2. Jurisdiction and powers.

a. Original jurisdiction.

b. Retention and commitments including emergency shelter placement.

c. The judge and effect of his policies.

3. Procedures.

a. Informal procedures.

b. Department.

c. Detention hearings.

d. Court hearings (formal and informal).

e. Disposition and rehabilitation follow-up.

B. Laws relating to juveniles' offenses.

1. Jurisdictional levels.

a. State.

b. County.

c. Local.

2. Special provisions with juveniles.

a. Apprehension.

b. Use of force.

c. Procedural treatment in handling of juveniles.

d. Definition of responsibility.

3. Non-delinquency.

a. Child neglect.

b. Parental abuse.

c. Exposure to immoral conditions.

B 9.3

d. Abandonment.

C. Legal limitations and provisions.

1. Laws of arrest.

a. Arrest vs. detention.

b. Degree of force.

c. Authority in adult-juvenile combined offenses.

2. Rights and liabilities of juveniles.

a. Against self-incrimination.

b. To obtain legal advice or aid.

c. Parental notification.

d. Prompt referral to juvenile court.

e. Degree of proof necessary.

3. Searches and seizures.

a. Weapons.

b. Evidence.

c. Female.

4. Fingerprinting and photographing; show-ups.

D. Primary justifications for detention.

1. Court order.

2. Without a court order if:

a. Found violating any law or ordinance.

b. Conditions exist which would make the arrest legal if the child were an adult.

c. The officer reasonably believes the child is evading the person or proper authority having legal custody.

d. Conditions under which the child is found are such as to endanger his health, morals or welfare.

E. Summary.

1. The summary should be a review of important points discussed, including the Training Objectives. All questions should be resolved. A short quiz should serve as an evaluation of the trainees' understanding and the teaching ability of the instructor.

V. RESOURCE MATERIAL

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

THE PROBATE CODE.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INVESTIGATION

INSTRUCTOR GUIDELINES

I. TITLE: Criminal Investigation - 10 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Explain the objectives and basic tools of criminal investigation.

B. Explain scientific analysis of at least the following types of evidence: Firearms, blood and other body fluids, soil and minerals, fabrics, plaster casting, and tool markings.

C. State the elements and investigative techniques associated with: Burglary, larceny, assaults, robbery, homicide, sex offenses, checks - forgery - frauds, and arson.

D. Cite examples of the types of offenses for which false reports are most often made, and specify the usual motives for making false reports in these cases.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the recruit with the fundamental knowledge regarding criminal investigation. Scientific aids to investigation will be discussed, as well as specific investigative techniques associated with the more serious crimes.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Objectives of a Criminal Investigation.

1. To prove or disprove that a crime was committed.

a. Corpus delicti.

1) Means that proof that a crime was committed.

2. To identify and locate the guilty party.

a. By physical evidence.

b. By eyewitness.

c. By circumstantial evidence.

d. By confessions.

3. To provide evidence of the perpetrator's guilt.

a. Establish the corpus delicti.

b. Identify the defendant.

c. Identify the evidence.

d. Establish elements of the crime.

e. Have witnesses available to testify.

4. Successful investigation.

a. Everything has been done that should be done whether the case is solved or not.

b. Not a successful investigation even if solved if the investigation was not completed.

B. Basic Tools in a Criminal Investigation.

1. Notebook.

2. Tape measure and ruler.

3. Camera.

4. Latent print kit.

5. Evidence containers.

a. Envelopes, pill boxes, etc.

6. Knowledge.

a. Without knowledge the rest will not be of much value.

C. The value of scientific analysis of evidence.

1. Firearms.
    a. Slug.
    b. Shell casings.
    c. Wadding.
    d. Powder residue, distance.
2. Blood.
    a. Amount needed.
    b. Human or not.
    c. Typing.
3. Soil and minerals.
    a. Evidence sample.
    b. Known sample for comparison.
4. Fabrics.
    a. Impressions.
    b. Evidence sample, threads, fuzz, etc.
    c. Known sample for comparison.
    d. Gloves, impressions.
5. Plaster casts.
    a. Can be positive identification.
    b. Suspect's shoes will change with wear.
    c. Testimony as to size and shape is good evidence.
6. Tool markings.
    a. Can be identified positively.
    b. Protection of suspect tool.
    c. Keep suspect tool away from evidence markings.
    d. In paint, metal, soil, wood, etc.
    e. Identification will depend upon condition of tool when markings were made.

7. Glass.
    a. Optical properties.
    b. Good evidence.
    c. Small amount needed.
    d. Breaks in glass can be matched.
8. Nothing should be overlooked.
    a. Officer's imagination and ingenuity.
    b. Crime laboratory facilities should be utilized.
9. Examples.
    a. Soil - shovel.
    b. Log - stump.
    c. Wire - plier or cutters.
    d. Piece of tape - roll of tape.
    e. Match - match book.

D. Elements of Crime and Investigation Techniques.

1. Breaking and entering.
    a. Shop, store, garage, warehouse, etc.
    b. Dwelling house.
        1) Habitually occupied. Not necessary for occupants to be in the house at the time of the crime.
    c. Elements of breaking and entering.
        1) Breaking.
        2) Entering.
        3) Intent to commit larceny or felony within.
    d. Investigation techniques.
        1) Establish elements.
        2) Establish loss - description of property.
        3) Photographs - entry, exit, tracks.
        4) Latent prints - path of intruder.

      5) Evidence - anything that might tend to connect a person with the crime.

      6) Recovered property - identify with owner's prints.

2. Larceny.

   a. Larceny over $100.00.

   b. Larceny under $100.00.

   c. From a building.

   d. By conversion.

   e. Elements of larceny.

      1) An unlawful taking.

      2) A carrying away.

      3) Personal property or goods of another.

      4) Intent to permanently deprive the owner.

   f. Investigative techniques (larceny).

      1) Repeat applicable techniques under Breaking and Entering.

      2) Establish value of property stolen.

      3) Importance of obtaining full description of property.

      4) Property with serial numbers, stolen property files.

3. Assaults.

   a. Simple assault (offer of attempt).

   b. Assault and battery (physical contact).

   c. Aggravated assault (serious injury).

   d. Felonious assault (weapon).

   e. Assault with intent to commit murder.

   f. Assault with intent to commit rape, sodomy, gross indecency.

   g. Investigative techniques (assaults).

      1) Importance of photographs, bruises, wounds.

      2) Color film - black and white film.

        3) Weapons photographed as found.
        4) Latent prints on weapons.
        5) Serious assaults, treat as potential homicides.

4. Robbery.
    a. Robbery armed.
        1) Must be an assault.
        2) Must be armed with dangerous weapon or give victim good reason to believe he is so armed.
        3) Must take something from custody or possession of victim.
    b. Robbery unarmed.
        1) Not armed.
        2) Physical attack or assault (strongarm).
    c. Investigative techniques (robbery).
        1) Fast action important.
        2) Description of subject, vehicle.
        3) Check witnesses in neighborhood for descriptions.
        4) Description of weapon - amount of money taken.
        5) Latent prints - sometimes overlooked.

5. Rape.
    a. Female 16 years or older.
        1) Victim 16 years or older.
        2) By force and against her will.
        3) Must be penetration however slight.
        4) Victim must resist to fullest extent unless placed in fear.
    b. Female under 16 years (statutory rape).
        1) Victim is under 16 years.
        2) Not necessary to show force was used.

6. Indecent liberties.
    a. Victim must be under 16 years.
    b. Perpetrator must be over 16 years.
    c. Investigative techniques.
        1) Female witness (adult) to interview victim.
        2) Words put in victim's mouth.
        3) Use care in questioning.
7. Check law violations.
    a. Forgery.
        1) Falsely make, alter, counterfeit.
        2) Intent to injure or defraud.
        3) Most common, thefts of checks, (blanks) and thefts from the mails.
    b. Uttering and publishing forged check.
        1) Uttering (to offer).
        2) Knowing same to be false, altered, forged.
        3) Enough to constitute uttering and publishing if offered as genuine.
    c. Account closed.
        1) Same as no account if writer was aware of same.
        2) Amount of check not relevant.
    d. Non-sufficient funds.
        1) Most common.
        2) Over $50.00 a felony.
        3) Three in ten days - amount on check not relevant.
        4) Post dated.
        5) Partial payment.
    e. Investigative techniques.
        1) Interview person who accepted check.

2) Need original check for court and for handwriting comparison.

3) Obtain information from bank regarding the account.

4) Name of bank official who will testify.

5) Person whose name was forged, obtain affidavit.

6) Latent prints - identify and preserve check.

7) Fraudulent check section.

8) Handwriting samples - duplicate conditions - sufficient samples.

9) Prosecutors - different procedures.

8. Arson.

a. Dwelling House.

1) Whether owned by himself or another.

2) Capable of habitation.

3) Need not be occupied.

b. Real property.

1) Building - owned by himself or another.

c. Personal property.

1) Owned by himself or another.

2) More than $50.00 a felony.

3) "Burning" means setting fire to, or doing any act which results in the starting of a fire or aiding, counseling, inducing, persuading or procuring another to do such act.

d. Investigative techniques.

1) Importance of early photographs.

2) If suspicion of arson, investigate same as any other crime.

3) Contact with fire chief at scene.

4) Accidental or set.

5) Sometimes used to cover evidence of other crimes.

        6) If firebug, he may be at scene yet.
        7) Interview with owner, insurance, etc.
        8) Motive.
        9) More than one origin - separate fires in one building.
        10) Evidence samples - airtight containers.
        11) Fire Marshall.

9. Homicide.
    a. First degree - life.
        1) Premeditation.
        2) While in the act of committing arson, rape, robbery, burglary, larceny, extortion or kidnapping.
    b. Second degree - up to life.
        1) Premeditation not present.
        2) Usually done in fit of anger.
    c. Manslaughter.
        1) Killing without malice - intent.
        2) Fight resulting in a death.
        3) Negligence (auto).
    d. First officer at the scene.
        1) In charge and responsible.
        2) Procedures depend upon things such as the amount of time passed since the crime occurred, size of the crowd, weather.
        3) Check victim for signs of life.
        4) Clear all persons from the scene.
        5) Officers from other departments at the scene.
        6) Protect and preserve scene.
        7) Witnesses.
        8) When should medical examiner be called.
        9) Notes.

10) Photographs.

11) News people.

10. False Reports.

a. Types of offenses for which false reports are often made.

1) Sex offenses.

2) Crimes involving loss of money.

3) Arson.

E. Summary.

1. The summary should be a review of important points discussed, including the Training Objectives. All questions should be resolved. A short quiz should serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor.

V. RESOURCE MATERIAL

Publications:

International Association of Chiefs of Police.
PRINCIPLES OF INVESTIGATION. Training Key 3.
THE PRELIMINARY INVESTIGATION. Training Key 29.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Michigan State Police. MICHIGAN STATE POLICE HANDBOOK OF CRIMINAL LAW AND PROCEDURES.

O'Hara, Charles. CRIMINAL INVESTIGATION. Refer to bibliography for publisher.

Soderman and O'Connel. MODERN CRIMINAL INVESTIGATION. Refer to bibliography for publisher.

Svenson and Wendell. TECHNIQUES OF CRIME SCENE INVESTIGATION. Refer to bibliography for publishers.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Vice Investigation - 2 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

- A. Define vice violations.
- B. Explain organized crime's involvement in vice activities.
- C. Describe illegal gambling activities.
- D. Cite several common gambling devices.
- E. State the meaning of the laws pertaining to prostitution, gambling, and non-licensed liquor violations.
- F. List several concepts utilized for the investigation of vice activity.
- G. Explain the procedure for establishing the credibility of an informant.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with an understanding of the problems relating to prostitution, gambling and non-licensed liquor control. Organized crime as it relates to vice activity should be discussed. Relevant criminal law and procedures shall be covered, including the use of undercover officers and informants.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

- A. Define vice violation.
  - 1. Prostitution.
  - 2. Gambling.
  - 3. Liquor.
- B. Organized crime involvement.
  - 1. Regional.
  - 2. State.
  - 3. National.
- C. Common gambling activities.
  - 1. Bookmaking.
    - a. Horses.
    - b. Pools.
  - 2. Numbers.
- D. Common gambling devices.
  - 1. Policy.
  - 2. Horses.
  - 3. Bookie operation.
- E. Discuss the law and elements of offenses pertaining to:
  - 1. Prostitution.
    - a. Accosting and soliciting.
    - b. Loitering in a house of prostitution.
    - c. Pandering.
    - d. Transporting females for prostitution.
    - e. Aiding and abetting.
  - 2. Gambling.
    - a. Winning. 750.314.
    - b. Losing. 750.315.
    - c. Possession of betting slips. 750.306.

- d. Selling pools. 750.304.
- e. Use of property for gambling purposes.

3. Non-licensed liquor violations.
    - a. Moonshine.
    - b. "Blind Pig" operations.
    - c. After hours sale.
    - d. Selling without a license.

F. Investigative techniques utilized in the prevention of vice activity.

1. Special knowledge.
2. Use of informants.
3. Use of undercover officers.

G. Credibility of the informant is established by:

1. Taking informant information and, through investigation, establish facts.
2. Maintaining a list of accredited tips.
3. Presenting proven tips to the judge.

H. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE MATERIAL

Publications:

Benjamin, Harry and R.E.L. Masters, PROSTITUTION AND MORALITY. Julian Press.

Gillespie, Glenn C. MICHIGAN CRIMINAL LAW AND PROCEDURE. Callaghan and Company Publishers.

Kirk, Paul L. CRIME INVESTIGATION. Publishers, Inc.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

O'Hara, Charles E. FUNDAMENTALS OF CRIMINAL INVESTIGATION. Charles Thomas Publishers.

Soderman, Harry, and John O'Connel. MODERN CRIMINAL INVESTIGATION. Funk and Wagnalls Publishers.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

C 3.1

INSTRUCTOR GUIDELINES

I. TITLE: Narcotics and Dangerous Drugs - 4 Hours

II. OBJECTIVES: When the officer completes this lesson, he will be able to:

A. Discuss the sources, effects, and appearance of the following categories of abused drugs: Barbiturates, Amphetamines, Opiates, Hallucinogens, Cocaine, Marijuana, and Toxic Agents (glue, paint, etc.).

B. Explain the psychological and physiological results of abuse, emphasizing the distinction between psychological dependence and physiological addiction.

C. Discuss recognition of drug abusers, including the paraphernalia typically found.

D. Discuss applicable federal and state statutes, emphasizing the distinction between narcotic and dangerous drug classifications.

E. Explain techniques of drug investigation, emphasizing the roles of the undercover agent and the informer.

F. Discuss the role of organized crime in drug trafficking, and the consequent enforcement difficulties.

G. Explain social aspects of the drug abuse problem, i.e., relation of problem to general legitimate increase in drug use, social effects of drug abuse, rehabilitative efforts.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with an understanding of the availability and effects of commonly abused drugs. Special investigative techniques usually employed to enforce the controlled substances statute shall also be discussed.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

C 3.2

A. Discuss the scope of the problem.
   1. Spread of drug culture.
   2. Rise in number of arrests.

B. Define pertinent terms necessary to the understanding of drug abuse.
   1. Narcotic Drug.
   2. Dangerous drug.
   3. Tolerance.
   4. Euphoria.
   5. Addiction.
   6. Dependence.

C. Description of types of drugs abused.
   1. Opiates.
      a. Opium.
         1) Derived from opium poppy, primarily in Turkey and Far East.
         2) Serves as base for other opiates.
         3) Generally smoked, euphoric effect, addicting.
         4) Seldom used in the United States.
      b. Morphine.
         1) Derived from opium, may be smuggled or diverted from legitimate sources.
         2) Has legitimate medical use.
         3) May be in powder, liquid, or tablet form.
         4) Euphoric effect, addicting.
      c. Heroin.
         1) Derived from morphine, at least three times as strong, smuggled into United States.

C 3.3

   2) No legitimate use.

   3) Usually in powder form, dissolved and injected with needle.

   4) Euphoric effect, very addicting.

  d. Codeine.

   1) Derived from opium, diverted from legitimate sources.

   2) Legitimate use in cough syrups.

   3) May be in liquid or powder form.

   4) Euphoric effect, addicting in strong doses.

2. Marijuana.

  a. Large flowering plant, odd number of leaves on stem, dried and ground to be smoked.

  b. Leaves and flowering tops contain tetrahydrocannabinal (THC), the active ingredient.

  c. Hashish is a concentrated form of marijuana.

  d. Grows in the United States, but most is smuggled from Mexico and Far East.

  e. Effect varies from euphoria to exaltation to hallucination.

  f. No physical addiction, but psychological dependence develops.

3. Amphetamines.

  a. Commercially manufactured in pill form for treatment of obesity and certain psychological conditions.

  b. Illegally diverted from legitimate sources.

  c. Methamphetamine (also called methadrine or speed) most commonly abused amphetamine. Methamphetamine is often injected with a needle.

  d. Stimulants - effect of normal dose is hyperactivity and talkativeness; overdose causes irritability, tension, mental confusion.

  e. No physical addiction, but psychological dependence develops.

4. Cocaine.

  a. Harvested from South American cocoa bush, smuggled into United States.

   b. Refined appearance is usually white flakes, nicknamed "snow".

   c. Strong stimulant, feeling of elation and, very commonly, paranoia.

   d. Users are very prone to acts of violence.

   e. Is not an opiate or addicting, however, psychological dependence does develop.

5. Barbiturates.

   a. Commercially manufactured in pill form as tranquilizers.

   b. Illegally diverted from legitimate sources.

   c. Depressants - euphoric effect, overdose results in drunken behavior similar to the effect of alcohol.

   d. Physically addicting.

6. Hallucinogens.

   a. L.S.D. is most commonly used.

      1) Chemically derived from the ergot fungus of rye.

      2) Dose is measured in micrograms.

      3) Produces a period of strong hallucination - commonly called a "trip".

      4) Psychological dependence develops.

   b. Mescaline.

      1) Less common drug.

      2) Derived from peyote cactus.

      3) Produces hallucinations and illusions.

      4) Psychological dependence develops.

   c. Several other hallucinogens are chemically produced, and are similar in effect to L.S.D. Among these are D.M.T., D.E.T., and D.O.M. (also known as S.T.P.).

7. Toxic agents (glue, gasoline, paint thinner).

   a. Are inhaled or sniffed.

   b. Effect varies from exhilaration to stupor.

   c. Psychological dependence.

D. Recognition of drug abusers and paraphernalia.

1. Depressant users.

a. Physical deterioration.

b. Euphoria, stupor, drunkenness.

c. "Tracks" on limbs of narcotic users.

d. Constricted pupils.

e. Cooking spoons and needles found on narcotic users.

2. Stimulant users.

a. Physical deterioration.

b. Excessive activity, irritability.

c. Dry mouth, dilated pupils.

3. Hallucinogens.

a. Rapid variation in mood, irratic behavior.

b. Users may become fearful and experience a high degree of terror.

E. Drug traffic and drug culture.

1. Routes typically followed for those drugs smuggled into the United States.

2. Role of organized crime in drug traffic.

3. Associated crime.

a. Need for addicts to obtain large sums of money.

b. Types of crimes commonly committed - prostitution, armed robbery, etc.

4. Techniques of drug case investigation.

a. Surveillance.

b. Special employees.

c. Difficulty of establishing cases against those not directly involved in street distribution.

5. Enforcement responsibility.

a. Need for inter-agency cooperation.

    b. Role of Bureau of Narcotics and Dangerous Drugs.
    c. Role of Michigan State Police.

F. Federal and State statutes.

  1. Existence of federal statutes.
  2. Description of State Controlled Substances Act.
     a. Narcotic drugs.
     b. Amphetamine.
     c. Barbiturate.
     d. Hallucinogens.
     e. Marijuana.

G. Rehabilitative efforts.

  1. Difficulty in curing addiction.
  2. Types of treatment centers.
  3. Use of methadone, etc.

H. Summary.

  1. A review of the most essential points should be provided at the conclusion of the instruction, including the Training Objectives. All questions should be answered. A short quiz should serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor.

V. RESOURCE MATERIAL

Publications:

Department of State Police. DIGEST OF 1971 MICHIGAN LAWS AND AMENDMENTS AFFECTING LAW ENFORCEMENT: Controlled Substance Act of 1971, East Lansing, Michigan.

International Association of Chiefs of Police.
NARCOTICS. Training Key 81.
DANGEROUS DRUGS. Training Key 97.
LSD. Training Key 60.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

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Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

C 4.1

INSTRUCTOR GUIDELINES

I. TITLE: Crime Scene Search - 2 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

- A. State the significance, purpose and objectives of crime scene search.
- B. Explain the importance of safeguarding a crime scene.
- C. Describe the role of the first officer at a crime scene.
- D. Explain various systematic methods of search.
- E. Identify means of locating microscopic evidence.
- F. Describe proper methods of drawing a crime scene search.

III. SUGGESTED TEACHING ACTIVITIES

A. This topic will provide the trainee with an understanding of the duties of the first officer at a crime scene, as well as systematic methods of crime scene search. Emphasis will be placed upon conducting a proper search in all investigations.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. The objectives of a crime scene search.

   1. Determine the Corpus Delicti.

   2. Attempt to establish the Modus Operandi.

   3. Identify the perpetrator.

B. Explain the importance of protecting the crime scene.

   1. Emphasize evidence that is destroyed or contaminated cannot be replaced.

C. The first officer at the scene of the crime has a number of duties to perform.

   1. Aid the injured if any - call for medical help.

   2. Apprehend the perpetrator(s).

   3. Protect the scene from:

      a. Himself.

      b. Citizens.

      c. Witnesses.

      d. Unauthorized persons (including police officials).

      e. News personnel.

   4. Close off the immediate area.

   5. Allow nothing to be moved except the injured (accurately mark the exact location if the injured is moved).

   6. Keep the witnesses separated until interviewed.

   7. Record names etc., of all those at the scene when the officer arrived.

   8. Notify your agency of the situation and request assistance if necessary.

D. Some of the duties of the officer in charge are:

   1. Assign officers to specific functions as:

      a. Guard.

      b. Interview.

      c. Photography.

d. Evidence search, collection, identification.

e. Sketching.

f. Area search for suspects and/or evidence.

2. Provide communications with description of suspects if available.

3. Handle press relations.

E. Methods of searching the crime scene for evidence include:

1. Strip.

2. Grid or double strip.

3. Spiral (from outside to the center).

4. Zone.

5. Wheel (from center to the circumference).

6. Photography provides a permanent record of the scene and objects at the scene. Photography and sketching compliment each other but do not replace each other.

F. Some of the limitations of photography are:

1. Lack of depth in the pictures.

2. Pictures fail to provide an accurate representation of the distances between important items and objects.

3. Clear identification.

G. Means of locating microscopic evidence.

1. Microscopic evidence is usually available but requires careful searching.

2. The flashlight, held parallel to the floor, will reveal footprints.

3. Dusting powder will disclose latent fingerprints.

4. Tools will leave markings such as impressions and striations.

5. Wood, metal, and steel surfaces may chip and provide evidence.

H. Methods of drawing crime scene sketch.

1. The crime sketch consists of two steps - rough and finished. Sketches are normally made of:

a. Locality.

b. Adjacent area to the actual crime scene.

c. Immediate crime scene.

2. The seriousness of the crime will usually dictate the extent of sketching as well as available assistance.

3. Some recommended procedures for the rough sketch:

a. Start the sketch *after* the preliminary search for evidence, but *before* evidence is moved.

b. Decide what is to be sketched.

c. State the following information:

(1) Date.

(2) Time.

(3) Location.

(4) Type of incident.

(5) Victim.

(6) Persons present.

(7) Weather and light conditions.

(8) Case number.

d. Make accurate measurements and record them (accuracy is critical).

e. Make measurements with a steel tape.

f. Make measurements from a reference point (non-movable type) utilizing the following methods:

(1) Rectangular coordinates (right angles).

(2) Straight line (along walls, etc.).

(3) Triangulation (intersecting of lines from two fixed objects).

g. Objects and evidence are properly coded.

h. Use a set of symbols, but be consistent (i.e., use letters for objects and numbers for evidence).

i. Make a separate sheet listing all measurements.

j. Measurements for bodies will be made from the head and the feet.

k. Have another officer verify the measurements.

l. Preserve the rough sketch.

4. The rough sketch is vital in making the finished sketch. The finished sketch is drawn to scale and presented in court. Clarity and accuracy may well be deciding factors in the case verdict.

I. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be answered. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

C 4.6

V. RESOURCE MATERIAL

Publications:

Dienstein, William. TECHNIQUES FOR THE CRIME INVESTIGATOR. Thomas Publisher.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

O'Hara, Charles. FUNDAMENTALS OF CRIMINAL INVESTIGATION. Thomas Publisher.

Soderman and O'Connell. MODERN CRIMINAL INVESTIGATION. Funk Publisher.

Svenson and Wendell, TECHNIQUES OF CRIME SCENE INVESTIGATION. American Publisher.

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Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Blenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan Public Affairs Division, Department of State Police, 1971.

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Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

International Association of Chiefs of Police. CRIME SCENE PROCEDURE (Volume 1, Number 6).

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Collection and Preservation of Evidence - 2 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

- A. Describe the various types of physical evidence typically found, differentiating between corpus delicti and associative evidence.
- B. Identify proper protection of evidence.
- C. Explain appropriate packaging of the various types of evidence.
- D. Describe appropriate ways to mark evidence.
- E. Identify the requirements for maintaining chain of evidence.
- F. Explain the use of photography.

III. SUGGESTED TEACHING ACTIVITIES

A. This unit of instruction will provide the trainee with the proper techniques for collecting and preserving evidence. Emphasis will be made to assure that physical evidence is both admissible and valid in court.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Discuss the value of physical evidence such as:

1. Serve as the starting point of the investigation.

2. Item of information about the crime.

3. Information retrievable from physical evidence often depends upon circumstances and conditions.

   a. Time.

   b. Weather.

   c. Training and ability of the investigator to:

      (1) Recognize evidence.

      (2) Handle evidence.

      (3) Interpret evidence.

4. May indicate Modus Operandi.

5. May establish a connection between a suspect and the evidence.

6. May also eliminate persons and things from consideration.

B. Discuss the value of individual characteristics of objects such as:

1. Wear.

2. Peculiarities of manufacture.

3. Accidental changes.

4. Purposeful changes.

C. Discuss protecting evidence such as:

1. Prevent destruction.

2. Prevent contamination.

3. Prevent unauthorized removal.

D. Discuss the following types of physical evidence, differentiating between corpus delicti and associative evidence.

1. Firearms.

2. Ammunition.

3. Clothing.

4. Tools.
5. Fibers.
6. Blood.
7. Paint.
8. Documents.
9. Liquor.
10. Impressions.
11. Poisons.
12. Drugs.
13. Glass.
14. Soil.

E. Describe and demonstrate proper methods of collecting, marking, recording, packaging, and transporting the above types of physical evidence.

F. Discuss the requirements for maintaining the chain of evidence.

1. Limit the number of persons handling the evidence.
2. Have a record indicating who located it, who handled it, until presented in court, including dates, time and reasons.
3. Testimony in court will have to establish that the evidence was:
    a. Found at the scene.
    b. In possession or control of the suspect.
    c. Related to the crime in some manner.
    d. Has not been altered.
    e. Has been positively identified.
    f. Taken from whom and given to whom.

G. Photography is utilized to provide a permanent visual record of the crime scene and physical evidence located. Briefly discuss the legal points of law concerning admissibility of photographic evidence:

1. The object pictured must be material or relevant to the point in issue.

2. The photograph must not appeal to the emotions or tend to prejudice the court or jury.

3. Photographs may not be unduly prejudicial to the defendant.

4. A photograph must be free from distortion and not misrepresent the scene or the object it purports to reproduce.

H. Summary.

1. The summary will be a review of the most important points presented, including the Instructional Scope and the Training Objectives. All questions should be answered. A short quiz should serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor.

V. RESOURCE MATERIAL

Publications:

International Association of Chiefs of Police.
EVIDENCE COLLECTION. Training Key 70.
HANDLING AND TRANSPORTING FIREARMS. Training Key 126.
FINGERPRINT EVIDENCE. Training Key 72.
TOOL MARKS. Training Key 45.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

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Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Interview and Interrogation - 3 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Define investigation, interviewing and interrogation.

B. Explain the difference between interviewing and interrogation.

C. Describe appropriate physical settings conducive to effective interviewing and interrogation.

D. Explain the importance of the interrogator's attitude and adequate preparation.

E. State and explain effective psychological approaches for various types of subjects.

F. Explain the function and use of polygraph examinations.

G. State the legal preface and conclusion necessary for a proper statement.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with fundamentals for conducting an interview or interrogation.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Define investigation, interviewing and interrogation.

  1. Investigation involves gathering facts and information from both people and things.

  2. An interview is a conversation between an officer and anyone other than a suspect who may provide information on a case under investigation.

  3. An interrogation attempts to establish the extent of involvement, if any, of a suspect.

B. The interview differs in several aspects from the interrogation.

  1. The individual interviewed is not a suspect.

  2. It is an attempt to collect information.

C. Elements of interviewing.

  1. Timing.

    a. Normally as soon as possible after the incident.

    b. Avoid physical discomfort.

    c. As emotions increase, memory decreases.

  2. Setting (major factor).

    a. At the scene - obtain the necessary minimal information.

    b. Privacy is most important.

    c. Select a place away from distraction.

    d. Make appointments for follow-ups.

  3. Eliminate physical barriers.

  4. Prepare for each interview.

    a. Planning is essential.

    b. Have all available information.

    c. Control and direct the interview.

D. Discuss the importance of the interrogator's attitude and adequate preparation.

  1. Physical preparation.

2. Mental preparation.
3. Forcefulness.
4. Adaptability.
5. Tact and discretion.
6. Alertness.
7. Salesmanship.
8. Acting.

E. Interviewing techniques (the initial contact is very important).

1. Get acquainted with the individual.
2. Develop rapport.
3. Motivate the individual.
4. Keep the individual talking.
5. Listen to what is said and how it is said.
6. Avoid specific questions and yes/no questions.
7. Avoid leading questions.
8. Avoid rapid-fire questions.
9. Use open-end questions.
10. Use non-directive approach.
11. Thank the individual for their cooperation.

F. Individuals can be divided into three general categories.

1. Willing and able.
2. Unwilling.
3. Inadequate.

G. Common personality traits.

1. Talkative.
2. Drunk.
3. Pathological liar.

4. Person with an interest in the case.
5. Reserved type.
6. Braggart type.
7. Inadequate type.
8. Emotionally unstable.
9. Mentally deficient.
10. Culturally deficient.
11. Pre-occupied.
12. Lapse of memory.
13. Shy subject.
14. Exaggerated imagination.

H. Some psychological approaches for the above individuals are:

1. Positive approach.
2. Negative approach.
3. Neutral approach.
4. Narrative approach.
5. Indirect questioning.
6. Delivery of the question.
7. Repetition of suspect's statements.
8. Provoking an effective reaction.

I. Common hazards of interviewing are:

1. Jumping to conclusions.
2. Use of force.
3. Making promises which cannot be fulfilled.
4. Interviewer's failure to grasp the significance of details.
5. Interviewer's failure to correctly judge the accuracy, reliability, and validity of facts elicited.
6. Personal friction between the subject and interviewer.

7. Lack of rapport.

8. Lack of control.

J. The function of the polygraph examination.

1. The polygraph is an investigative aid to the investigator. It is the instrumental detection of deception. The desired end product is a confession or admission or a clearance from suspicion. The opinion of a polygraph examiner is not recognized as expert testimony (Frye vs. U.S.).

K. Statement taking.

1. The legal preface and conclusion will be discussed with proper reference to the Miranda warnings and obtaining of the waivers.

L. Guidelines of inadmissibility.*

1. Involuntary or coerced confessions (Brown vs. Mississippi).

2. Unreasonable delay in arraignment (McNabb vs. U.S.)(Mallory vs. U.S.).

3. Failure to have legal counsel during interrogation (Messiah vs. U.S.)(Escobedo vs. Illinois)(Miranda vs. Arizona)(Gideon vs. Wainright).

M. Summary.

1. A review of the most essential points will be provided at the conclusion of the instruction, including the Training Objectives. All questions should be answered. A short quiz should serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual, Examination Section, for test procedures.

*The Guidelines of Inadmissibility will be reviewed with reference to the following legal decisions.

V. RESOURCE AND HANDOUT MATERIAL

Handouts:

Miranda Warning Card.

Publications:

Inbau, Fred and John Reid. LIE DETECTION AND CRIMINAL INTERROGATION. Baltimore: Williams and Wilkins.

Inbau, Fred and Reid, John. CRIMINAL INTERROGATION AND CONFESSIONS. Baltimore: Williams and Williams, Co., 1967.

Kahn, Robert. THE DYNAMICS OF INTERVIEWING. New York: Wiley Co., 1957.

McDonald, Hugh. THE PRACTICAL PSYCHOLOGY OF POLICE INTERROGATION. Los Agneles: Fashion Press.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Richardson, Stephen; Dohrenwend, Barbara and Klein, David. INTERVIEWING: ITS FORMS AND FUNCTIONS. New Yrok: Basic Books, Inc.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

International Association of Chiefs of Police, Inc.
FIELD INQUIRY.
GATHERING INFORMATION FROM PEOPLE.
GUIDELINES FOR INTERVIEWING.

Sound-On-Slide System (continued):

Michigan Law Enforcement Officers Training Council
(Consult school coordinator for latest listings).

C 7.1

INSTRUCTOR GUIDELINES

I. TITLE: Fingerprinting and Latent Prints Search Techniques - 3 Hours

II. OBJECTIVES: When the officer completes this lesson, he will be able to:

   A. Discuss the purpose of fingerprint identification.

   B. Identify basic fingerprint classification.

   C. Identify the methods of discovering and lifting latent prints.

   D. Demonstrate ability to roll ink prints and lift latent prints through practical exercises.

III. SUGGESTED TEACHING ACTIVITIES

   A. The prime intent of this topic is to provide the trainee with the basic understanding of the fingerprint identification system and its role in law enforcement.

   B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

   C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

   D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

   E. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Introduction.

1. Briefly discuss the history and evolution of fingerprinting.
2. Describe properties of fingerprints which allow for their use as a positive means of identification.
    - a. Fingerprints never change.
    - b. No two persons have the same fingerprint.
3. Discuss locations of skin structure which is acceptable for purposes of personal identification.
    - a. Palms of hands.
    - b. Inner surfaces of fingers.
    - c. Soles of feet.
    - d. Undersides of the toes.
4. Define and discuss rolled impressions (inked prints).
    - a. State purposes of rolled impressions.
    - b. Permanent record - stress need for accuracy, legibility and completeness.
    - c. Explain distribution of fingerprint cards.
        - 1) Local.
        - 2) State.
        - 3) F.B.I.
5. Define and discuss the term "Latent Prints".
    - a. Latent - means invisible or not generally apparent to the naked eye.
    - b. Explain physical and physiological factors contributing to the creation of latent fingerprints.
    - c. State value of latent prints as a scientific aid in associating individuals with objects at a crime scene.
    - d. Emphasize legal aspects of latent fingerprints as related to criminal investigations.

1) "Non-testimonial" evidence.

2) Cite ruling in Davis v. Mississippi (394 U.S. 721).

B. Fingerprint Classification.

1. Discuss three fundamental types of fingerprint patterns.

   a. Arch.

   b. Loop.

   c. Whorl.

2. Define terms associated with the classification of fingerprints (Delta, Core, etc.).

3. Discuss "identifying points" (characteristics) as they relate to positive identification in court.

4. Concerning inked impressions, stress an appreciation and understanding on the part of the trainee of the necessity for clear and complete recording of the friction ridge detail.

5. Concerning latent prints, it is important to stress that a basic understanding of the fingerprint classification system will enable the field officer to properly appreciate and evaluate latent prints as evidence.

6. Effective presentation of this section may best be aided by visual aids such as transparencies or enlargements of representative pattern types showing such features as ridge detail and focal points which are used for pattern interpretation and evaluation.

C. Locating and Lifting Latent Prints.

1. Discuss methods for discovering and lifting latent prints relative to various crimes (Ex: auto theft - check rear view mirror, seat adjustment lever, outside mirror, etc.).

2. Demonstrate and explain common basic techniques of the collection, identification, and preservation of latent fingerprint evidence.

D. Practical Exercise.

1. A sufficient amount of instructional time should be used to afford supervised practice to each trainee in taking fingerprints and latent fingerprint processing. Instructional efforts during this period should be involved with critique and correction of trainee errors on an individual basis.

2. Practical demonstrations should include the implements and items commonly used in taking fingerprints and in development and recovery of latent fingerprints, such as: powders, dusting applicators, lifting media, and cameras.

3. Before the trainee attempts to practice these skills, he should first be instructed and shown how to perform the tasks.

E. Summary.

1. The summary should be a review of important points discussed, including the Training Objectives. All questions should be resolved. A short quiz should serve as an evaluation of both the trainees' knowledge and the teaching ability of the instructor.

V. RESOURCE MATERIAL

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

C 8.1

INSTRUCTOR GUIDELINES

I. TITLE: Mock Crime Scene

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Demonstrate ability to protect the scene of a crime.

B. Demonstrate ability to conduct a crime scene search.

C. Demonstrate ability to properly collect various types of evidence.

D. Demonstrate ability to conduct a latent print search.

E. Demonstrate ability to conduct effective interviews and/or interrogations.

F. Demonstrate ability to draw a crime scene sketch.

G. Demonstrate ability to analyze an investigation, and reach a logical conclusion.

III. SUGGESTED TEACHING ACTIVITIES

A. This unit of instruction is designed to provide an opportunity for practical application of the techniques taught in Criminal Investigation, Crime Scene Search, Collection and Preservation of Evidence, Fingerprinting and Latent Print Search Techniques, and Interview and Interrogation. An appropriate crime scene will be designed, with a reasonable amount of physical evidence present. The physical evidence placed at the scene should realistically assist the recruits in the investigation. A possible accused and/or witnesses will also be included. Various recruits will then be assigned to conduct different aspects of the investigation.

B. The trainee should have an opportunity to apply the techniques taught in the Legal and Investigative Sections. An appropriate crime scene will be set up, including the necessary physical evidence and suspects/witnesses. The Training Objectives will be discussed so that each trainee is aware of his learning requirements. Various trainees or small groups will be assigned to conduct different aspects of the investigation, particularly those areas indicated by the Training Objectives.

C. The summary will be a review of the Training Objectives accomplished by the trainees. All incorrect procedures will be corrected. All questions should be resolved.

V. RESOURCE MATERIAL

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

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Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Stolen Motor Vehicles - 2 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Explain the size and seriousness of the stolen vehicle problem.

B. Explain the basic information needed on a stolen vehicle complaint and ways of recognizing the false complaint.

C. State conditions which may lead to the discovery of stolen vehicles.

D. Explain the importance of V.I.N.

E. Discuss proper procedures for searching for a stolen vehicle.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with effective techniques in the investigation of stolen motor vehicles including motorcycles. The topic shall cover the responsibility of the individual police officer for the recovery of stolen vehicles and the apprehension of the perpetrator.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Refer to the previous unit of instruction, "Criminal Law", and restate the elements for the following crimes.

1. Taking possession of and driving away a motor vehicle.

2. Use of motor vehicle without authority but without intent to steal.

3. Motor vehicle master key, possession.

B. Explain the size and seriousness of stolen vehicles:

1. Utilize up-to-date local, state and national statistics.

2. Consequences of vehicle thefts.

3. Extent of juvenile activity in vehicle thefts.

4. Unlocked or keys in vehicle.

C. Explain the types of theft.

1. Joyriding.

2. Transportation.

3. Resale.

4. Sale of accessories.

5. Used in commission of other crimes.

D. Explain the importance of maintaining a "Hot Sheet".

E. Receiving the stolen complaint:

1. Obtain complete description.

a. Remember the word, "CYMBAL".

C - color
Y - year
M - make
B - body
A - and
L - license

2. Obtain complete description of any valuables in the vehicle.

3. Check the exact location vehicle was parked and also the general area.

4. Check on possible witnesses.

5. Check out unfamiliar vehicles in the area.

   a. Could be stolen from someplace else.

F. Discuss the purpose and importance of the Vehicle Identification Number (V.I.N.).

   1. Use of the N.A.T.B. Vehicle identification manual.

   2. Use of a V.I.N. Card.

G. Discuss possible reasons for a false complaint:

   1. Driver involved in a hit and run accident.

   2. Driver cannot locate vehicle due to:

      a. Intoxication.

      b. Mental condition.

      c. Physical condition.

   3. Another member of the family has vehicle.

   4. Vehicle was loaned to a friend who hasn't returned.

   5. Vehicle was repossessed.

H. Patrolling your assigned area may result in the recovery of the vehicle.

I. The stolen motor vehicle can be discovered in a number of ways:

   1. Improperly parked or abandoned.

      a. Parking zones.

      b. Fields.

      c. Parking lots.

      d. Window down in poor weather, etc.

   2. License plates.

      a. Damaged.

      b. Altered.

      c. Only one plate.

      d. Wired on.

      e. Dirty plates on a clean vehicle or vice versa.

3. Check the V.I.N.

4. Broken window, lock or ignition.

5. Driver attempts to avoid you by sudden changes in direction or abandoning the vehicle.

6. Driver acts nervous, is unfamiliar with the operation of the vehicle.

7. Driver and vehicle do not match.

8. Driver doesn't know basic information about the vehicle.

    a. Mileage (approximately).

    b. Contents.

    c. Damage (real or imagined).

9. Check vehicle registration (L.E.I.N. and/or N.C.I.C.).

J. Discuss the search of a recovered stolen vehicle.

1. Check the vehicle for evidence.

    a. Prints.

    b. Ignition system.

    c. Maps, paper, gloves, etc., not in vehicle at time of theft.

2. Check on contents or accessories removed.

3. After the crime lab has completed its investigation, release the vehicle to the proper owner.

K. Summary.

1. A review of the most essential points will be provided at the conclusion of the instruction, including the Training Objectives. All questions should be answered. A short quiz should serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor.

C 9.5

V. RESOURCE AND HANDOUT MATERIAL

Handouts:

Vehicle Identification Number card.

National Automobile Theft Bureau. MOTOR VEHICLE IDENTIFICATION MANUAL.

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings.)

Sound-On-Slide System:

International Association of Chiefs of Police. AUTO THEFT.

Federal Bureau of Investigation. THE EXAMINATION OF STOLEN CARS and THE SALVAGE RACKET.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings.)

GENERAL POLICE

INSTRUCTOR GUIDELINES

I. TITLE: History and Philosophy of Law Enforcement - 2 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Describe the methods of law enforcement prevalent in primitive societies.

B. Explain the methods utilized in the Greek and Roman civilizations.

C. Describe the progressive development of law enforcement in England from the hue and cry to the constable and reeve.

D. Explain the Peelian reform, stating the principles upon which reorganization of the metropolitan police was based.

E. Describe American development, and its relation to that in England.

F. Describe the status of the American police system in the Twentieth Century.

G. Explain the role of both the police and the public regarding law enforcement in a democratic society. Emphasize the dangers of the development of a police state in any society, and the consequent restrictions placed upon the police in our society.

III. SUGGESTED TEACHING ACTIVITIES

A. This topic will provide the trainee with a basic knowledge regarding the development, current status and role of his profession.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Crime in primitive society.

  1. Retribution by individual, family or tribe.

  2. Development of "blood feuds".

B. Development of formal law enforcement.

  1. First codification of law.

    a. Laws of Hammurabi in ancient Babylon in 2100 B.C.

    b. Included retributive penalties.

  2. Some further development in Egypt and the Greek city-states.

  3. Law enforcement in ancient Rome.

    a. Urban cohorts.

    b. Vigiles.

      (1) Non-military organization.

      (2) Responsibility for both law enforcement and fire fighting.

C. English development.

  1. Formation of tuns.

    a. Local responsibility for law enforcement.

    b. Tithing system - hue and cry.

  2. Role of the constable and reeve.

  3. Types of punishment.

    a. Use of both restitution and corporal punishment.

    b. Punishment graduated to fit the crime.

D. Peelian reform.

  1. Conditions leading to dissolution of the tithing system.

    a. Rise of strong monarchs.

      (1) Periods of military rule.

      (2) Development of the concept of "offenses against the king's peace".

b. Urbanization.

2. Conditions in London in 1829.

    a. Economic disruption of the industrial revolution.

    b. Prevalence of crime.

    c. Escalation of punishment.

3. Formation of the Metropolitan Police.

    a. Role of Sir Robert Peel.

    b. Consolidation of fragmented forces.

        (1) Headquarters location at "Scotland Yard".

        (2) Screening of personnel.

4. Principles of the Peelian Reform.

E. Law enforcement in the United States.

1. Early systems.

    a. Night watches.

    b. County sheriff.

    c. Vigilante groups.

2. Development of formalized police agencies.

    a. First departments in Philadelphia and Boston.

    b. Effect of the Spoils Era.

3. Civil service reform.

4. Development of state police organizations.

5. Development of federal law enforcement agencies.

F. Law enforcement in the Twentieth Century.

1. Positive and negative influences since 1900.

2. Current trends in the United States.

3. Contrast of the American system with those of other nations, both democratic and totalitarian.

G. The role of law enforcement in a democracy.

1. Police purposes.
    a. Expanded functions of law enforcement agencies.
    b. The place of the police in the criminal justice system.
2. The concept of law enforcement as a total community responsibility.
3. The fear of a police state.
    a. Role of the police in establishing totalitarian governments in other modern nations.
    b. Consequent restrictions placed upon police agencies in American societies.

H. Summary.

1. A review of the most essential points will be provided at the conclusion of the instruction, including the Training Objectives. All questions should be resolved. A short quiz should serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual, Examination Section, for test procedures.

V. RESOURCE MATERIAL

Publications:

Banton, Michael. POLICEMAN IN THE COMMUNITY. New York: Basic Books, 1965.

Germann, A. C., Frank Day and Robert Gallati. INTRODUCTION TO LAW ENFORCEMENT AND CRIMINAL JUSTICE. Springfield: Charles C. Thomas.

Holcombe, Richard L., POLICE AND THE PUBLIC. Springfield, Illinois: Thomas, 1954.

Jamietes, John J., THE IMPACT OF UNETHICAL PRACTICES UPON LAW ENFORCEMENT. 1966.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Smith, Ralph Lee. THE TARNISHED BADGE. New York: Crowell, 1965.

Sowle, Claude R. POLICE POWER AND INDIVIDUAL FREEDOM. Chicago: Aldine, 1967.

Film Catalogs:

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Glenn B. Carpenter. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: The Juvenile Offender - 4 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

- A. Define juvenile delinquency.
- B. Describe theories of juvenile delinquency causation.
- C. Describe the juvenile justice process.
- D. Explain correctional facilities for juveniles in Michigan.
- E. Describe police handling of juvenile offenders.
- F. Cite examples of the types of offenses in which juveniles are most often involved.
- G. Describe methods of delinquent control.

III. SUGGESTED TEACHING ACTIVITIES

A. This unit of instruction will familiarize the trainee with the juvenile offender problem and procedures for handling the youthful offender.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

- A. Delinquency and delinquent defined.
  - 1. Legal definitions.
  - 2. Non-legal definitions.
    - a. The concept of delinquency changes with time and place.
  - 3. The "Labelling Theory".
    - a. The "delinquent" label applied to a juvenile.
    - b. The impact of the "delinquent" label upon the juvenile.
- B. Theories of delinquency (crime causations).
  - 1. Causes of delinquency.
    - a. Sociological factors.
    - b. Psychological factors.
    - c. Physiological factors.
  - 2. Theories of juvenile delinquency.
    - a. "The Theory of Differential Association", by Southerland.
    - b. "The Theory of Delinquent Subcultures", by Cohen.
    - c. "Social Structure and Anomic", by Merton.
    - d. "Delinquency and Opportunity", by Cloward and Ohlin.
    - e. "Techniques of Neutralization", by Sikes and Matza.
- C. The legal and philosophical basis of the juvenile justice process.
  - 1. Historical developments.
    - a. The *Parens Patriae* concept.
    - b. Establishment of the Illinois Juvenile court system, 1899.
  - 2. Recent developments.
    - a. *In re Gault*.
    - b. *Kent vs. U.S.*
    - c. *People vs. Roberts*.
- D. The Juvenile justice process.
  - 1. The pre-trial process.

- a. Notification of parents.
- b. The "police hearing".
- c. The "intake hearing".

2. The adjudicative phase.
    - a. Rights of the juvenile.
    - b. Parents or guardian (ad litem) to be present.
3. Dispositional phase.
    - a. Possible dispositions.
        - (1) Dismissal.
        - (2) Invoke penalty.
            - (a) Suspend disposition.
            - (b) Probation.
            - (c) Commitment.
    - b. Correction and rehabilitation techniques.
        - (1) Community living - responsibility.
        - (2) Motivation by reward.
        - (3) Education.
        - (4) Spiritual guidance.
        - (5) Recreation and healthy diversions.
    - c. Correctional facilities available for the youthful offender.
        - (1) State training schools.
        - (2) County detention centers.
        - (3) Youth service bureau.
        - (4) Foster homes.
    - d. Release and aftercare.
        - (1) Use of groups in treatment.
        - (2) Family centered counseling.
        - (3) Youth employment programs.

E. Police handling of juveniles.

   1. Police alternatives in handling.

   2. Police discretion.

   3. Police criteria for disposition of the juvenile offender.

   4. Guidelines for police handling of juvenile offenders.

F. Juvenile involvement in crime.

   1. Joy riding.

   2. Breaking and entering.

   3. Vandalism.

   4. Liquor, drugs, glue sniffing, etc.

   5. Run-aways.

   6. Incorrigibles.

   7. Truants.

G. Prevention of juvenile delinquency - delinquency control.

   1. The role of law enforcement personnel in the prevention of juvenile delinquency.

   2. The role of the family - delinquency.

   3. Delinquency and social control agencies.

   4. Comprehensive police-community preventive programs.

      a. Youth Service Bureau.

      b. Local programs.

H. Summary.

   1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE AND HANDOUT MATERIAL

Handout:

The Probate Code.

Publications:

International Association of Chiefs of Police.
JUVENILE GROUPS AND GANGS. Training Key 48.
CAUSES OF JUVENILE DELINQUENCY. Training Key 6.

ENVIRONMENT - A FACTOR IN DELINQUENCY. Training Key 85.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Firearms Training - 24 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Identify and demonstrate range safety rules and procedures.

B. Demonstrate safe weapon handling both on and off duty.

C. Identify the inherent dangers of some types of "off duty" weapons.

D. Identify basic weapons nomenclature.

E. Describe basic ballistics theory.

F. Demonstrate the ability to load, unload, and fire the revolver and shotgun safely and effectively.

G. Attain a qualifying score of 125 points on the M.L.E.O.T.C. Basic Revolver Course.

Note: The scoring for the TC-71 Combat Target is as follows:

Inside ring - 5 points.

Middle ring - 4 points

Outside ring - 3 points

No points are to be awarded for any shot outside the outer ring.

III. TEACHING ACTIVITIES

A. Firearms training will emphasize safe weapon handling and the fundamentals of good combat marksmanship. Proper methods of cleaning, carrying, and home storage of firearms will be explained.

Range instruction will stress the two-hand pistol hold and combat firing positions. Dry firing and low-power training ammunition are recommended in the initial stage of training. The qualifying course will be the M.L.E.O.T.C. Basic Revolver Course. Range instruction will also include familiarization with the police type shotgun, with a demonstration of its range and hit potential, and actual firing by each trainee.

B. The OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are the statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

F. A practical demonstration should include the procedures and implements commonly used in firearms handling. Before the trainee attempts to practice these skills, he should first be instructed and shown how to perform these tasks.

IV. OUTLINE OF MAIN POINTS

A. Classroom lecture and discussion - 2 hours.

1. Safety rules.
    a. General and range rules.
    b. Safe handling of specific weapons.
        (1) Shotgun - pump, semi-auto, double.
        (2) Revolver.
        (3) Rifle - bolt, lever, semi-auto.
        (4) Semi-auto pistol.
2. Safe handling procedures.
    a. On duty.
        (1) Routine calls.
        (2) "Dangerous" calls.
        (3) Roadblocks.
    b. Off duty.
        (1) Home storage.
        (2) Dry firing.
        (3) Cleaning.
3. Special weapon hazards.
    a. Exposed hammer semi-auto pistols.
    b. Exposed hammer derringers.
    c. Trick holsters and poorly designed holsters.
    d. Lack of adequate safety mechanisms on certain types of weapons.
4. Weapons nomenclature.
    a. Revolver.
    b. Semi-auto pistol.
    c. Shotgun.
    d. Rifle.

5. Basic ballistics theory.

    a. Cartridge components.

    b. Simple internal ballistics.

    c. Simple external ballistics.

6. Police use of firearms.

    a. The reason.

    b. Moral implications of police use of deadly force.

B. Range instructions - 22 hours.

1. Discuss, demonstrate and practice strong hand bullseye shooting, slow fire.

    a. Trigger squeeze.

    b. Breath control.

    c. Sight picture.

    d. Single and double action.

2. Discuss, demonstrate, and practice two-hand double action bullseye shooting, timed and rapid.

    a. Trigger control.

    b. Breath control.

    c. Sight picture.

3. Discuss, demonstrate, and practice combat firing positions and techniques.

    a. Strong hand below eye level crouch (instinctive).

    b. Two-hand point shoulder.

    c. Kneeling.

    d. Barricade - strong hand, weak hand.

    e. Reloading to capacity.

    f. Position of live rounds relative cylinder rotation.

    g. Counting shots.

    h. Rapid fire rhythm.

    i. Use of flashlight.

D 3.5

4. Fire the Basic Revolver Course.
    a. Without time limits.
    b. With time limits.
5. Discuss, demonstrate, and practice shotgun firing.
    a. Patterning at various ranges.
    b. Firing by trainees.
    c. Safe unloading technique.

C. Michigan Law Enforcement Officers Training Council Basic Revolver Course.

Stage Number 1: 4 yard line-6 rounds-7 seconds-double action.

Description: On command, the shooters will load six rounds and holster. The safety strap or holster flap will be secured. (Shooters with cross draw holsters will stand at the ready-position.) When the commence-fire whistle is sounded, the shooters will assume the crouch position and, holding the weapon below eye level in the strong hand, fire six rounds in seven seconds. Weapons will be unloaded and holstered on command. Unfired rounds will be scored as misses.

Stage Number 2: 7 yard line-12 rounds-25 seconds-double action.

Description: On command, the shooters will load six rounds and holster. The safety strap or holster flap will be secured. (Shooters with cross draw holsters will stand at the ready-position.) When the commence-fire whistle is sounded, the shooters will assume the crouch position, bring the weapon to eye level with a two-hand grip, and fire six rounds. Without further command the weapon will be reloaded and six more rounds fired from the same position. At the end of the twenty-five seconds the cease-fire whistle will sound and unfired rounds will be scored as misses. Shooters will unload and holster on command.

Stage Number 3: 10 yard line-14 rounds-65 seconds-double action.

Description: On command, shooters will load six rounds and holster. The safety strap or holster flap will be secured. (Shooters with cross draw holsters will stand at the ready-position.)

Eight additional rounds will be carried in a cartridge holder. When the commence-fire whistle is sounded, the shooters will assume the point-shoulder position, bringing the revolver to eye level with a two-hand grip and fire fourteen rounds in sixty seconds.

Firing and loading sequence:

A. Fire two rounds.
B. Eject the two spent cases and reload two live rounds.
C. Fire four rounds.
D. Eject the four spent cases and reload four live rounds.
E. Fire six rounds.
F. Eject the six spent cases and reload two live rounds.
G. Fire two rounds.
H. On command, eject spent cases and holster.

Stage Number 4: 15 yard line-18 rounds-70 seconds-double action.

Dexcription: On command, all shooters will load six rounds and holster. The safety strap or holster flap will be secured. (Shooters with cross draw holsters will stand at the ready-position.) Twelve rounds will be carried in a cartridge holder and not loose in the pockets. When the commence-fire whistle is sounded, the shooters will assume the kneeling position and fire six rounds. Without further command, they will stand and move to the rear of the barricade, reload, take up a standing weak-hand barricade position and fire six rounds. Without further command, they will reload, move to the standing strong-hand barricade position and fire six rounds. At the end of seventy seconds, the range officer will sound the cease-fire whistle. Unfired rounds will be scored as misses. On command, the shooters will unload and holster.

D. Basic Revolver Course requirements and materials.

1. Range:

a. Marked firing lines at 4 yards, 7 yards, 10 yards and 15 yards.

b. Sturdy barricade for each firing point at the 15 yard line.

c. Target holders designed to hold the combat silhouette type target.

- d. A bullett backstop which doesn't "splatter" or rebound lead to the 4 yard line.
- e. Target holders at least 18" apart and color coded for easy recognition by shooter.

2. Materials:
    - a. 38 caliber ammo, both midrange and service.
    - b. Wrap-around safety glasses.
    - c. Ear muff type hearing protectors.
    - d. Combat silhouette target, TC-71.
    - e. Stop watch.
    - f. Whistle.
    - g. Individual trainee will supply:
        - (1) 38 caliber, 6 shot revolver.
        - (2) Holster.
        - (3) Cartridge holder.
        - (4) Fatigue type clothing.

E. Firearms instructor's checklist.

1. Develop complete lesson plans for any classroom or range lectures.
2. Develop a complete schedule of range activities.
3. Be certain all assistant range officers understand:
    - a. Their responsibilities.
    - b. The standard range commands.
    - c. Safety rules and procedures.
    - d. Schedule of range activities.
    - e. Shooting techniques to be taught.
4. All range officers should wear a neat fatigue type uniform and if they carry a weapon it should be a revolver in an on-side holster.
5. Maintain strict control of ammunition.

6. Inspect recruit officer's weapons prior to initial firing for mechanical defects.
7. Public address system for range commands.
8. Be sure trainees know location of range and are instructed to bring proper equipment.
9. Have range ready for class.
    a. Range officers at range prior to arrival of trainees.
    b. Have materials assembled - ammo and targets on the line.
    c. P.A. system hooked up.
    d. Relay assignments made.
10. Take charge of trainees as soon as they arrive at the range. Have weapons placed on bench, unloaded with cylinder open or holstered and secured.
11. Repeat range safety rules and procedures.
12. Introduce all assistant range officers.

V. RESOURCE MATERIAL

Publications:

International Association of Chiefs of Police. THE USE OF FIREARMS. Training Key 82.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

National Rifle Association. POLICE FIREARMS INSTRUCTOR'S MANUAL.

Roberts and Bristow. INTRODUCTION TO MODERN POLICE FIREARMS, Glencoe Publishers.

Weston. COMBAT SHOOTING FOR POLICE. Thomas Publishers.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Police First Aid - 14 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Describe the skills included in the Red Cross Standard First Aid Course.

B. Describe and demonstrate ability to perform cardiopulmonary resuscitation.

C. Explain the transportation and extrication of the injured.

D. Explain emergency childbirth.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with instructions included in the Standard Red Cross Course, with additional training in first aid skills most utilized by police officers. Practical exercises in applying classroom instruction will be incorporated in the course.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

F. A practical demonstration should include the procedures and implements commonly used in police first aid. Before the trainee attempts to practice these skills, he should first be instructed and shown how to perform these tasks.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Objectives of first aid.
    1. Immediate and temporary care.
    2. Prevention of further injury.

B. Wounds.
    1. Types of wounds.
    2. Methods of controlling bleeding.
    3. Bandaging.

C. Shock.
    1. Causes.
    2. Symptoms.
    3. Treatment.

D. Cardiopulmonary resuscitation.
    1. Mouth-to-mouth resuscitation.
        a. Clearing air passages.
        b. Rhythm.
    2. Closed chest cardiac massage.
        a. Method of applying pressure.
        b. Rhythm.
    3. Simultaneous resuscitation and massage.
        a. One individual administering.
        b. Two individuals administering.

E. Poisoning.
    1. Symptoms.
    2. Treatment.
        a. Caustic.
        b. Non-caustic.
        c. Use of poison centers.

D 4.3

F. Burns.
  1. Dangers.
    a. Shock.
    b. Infection.
  2. Treatment.

G. Illness due to heat or cold.
  1. Heat exhaustion.
    a. Symptoms.
    b. Treatment.
  2. Heat stroke.
    a. Symptoms.
    b. Treatment.
  3. Exposure to cold.
    a. Frostbite.
      (1) Symptoms.
      (2) Treatment.
    b. Treatment for prolonged exposure.

H. Injuries to bones, joints and muscles.
  1. Bone fractures.
    a. Types.
    b. Symptoms.
    c. Immobilization.
  2. Dislocations.
    a. Symptoms.
    b. Treatment.
  3. Sprains.
    a. Symptoms.
    b. Treatment.

4. Muscle injury (strains).
    a. Symptoms.
    b. Treatment.

I. Miscellaneous first aid problems.
    1. Head injury.
    2. Internal injury (including gunshot wounds).
    3. Infection.
    4. Tetanus.
    5. Animal bites.
    6. Heart attack.
    7. Apoplexy.
    8. Simple fainting.
    9. Epilepsy.
    10. Insulin reaction/diabetic coma.
    11. Convulsions.
    12. Foreign objects in the eye.
    13. Foreign objects in the throat.
    14. Medic alert emblems.

J. Transportation and extrication of injured.
    1. Methods of lifting victims.
    2. Emergency carries.
    3. Proper use of full and half backboards.
        a. Proper application.
        b. In an automobile.
        c. On top of victim before turning over.
        d. Concurrent use of neck collar.
    4. Use of airsplints.

D 4.5

5. Extrication of entrapped victims from an automobile.
    a. Use of power-carbide saw.
    b. Use of porta-powers to pry wreckage apart.
6. Extrication from electric contact.

K. Emergency childbirth.

1. Reassurance of the mother.
2. Indications of imminent delivery.
3. Allowing natural delivery.
4. Handling the infant.
5. After-care of mother and infant.

L. Summary.

1. A review of the most essential points will be provided at the conclusion of the instruction, including the Training Objectives. All questions should be resolved. A short quiz should serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual, Examination Section, for test procedures.

V. RESOURCE AND HANDOUT MATERIAL

Handouts:

American National Red Cross. FIRST AID TEXTBOOK. Doubleday, New York.

Publications:

American National Red Cross. FIRST AID TEXTBOOK. Doubleday, New York.

Curry, George, MD. IMMEDIATE CARE AND TRANSPORTATION OF THE INJURED. Thomas Publishing Co., Springfield, Illinois, 1965.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Safar, P. RESUSCITATION OF THE UNCONSCIOUS. 2nd ed., 1961, Thomas, Springfield, Illinois.

Young, C. B. FIRST AID AND RESUSCITATION. Thomas, Springfield, Illinois, 1954.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

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Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Field Notetaking and Report Writing - 4 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. State the value and necessity of field notes, including their possible use in court presentation.

B. Describe proper methods of taking field notes, including sketches and diagrams.

C. Explain the purpose and function of investigative reports.

D. Explain the basic style of police reports, emphasizing the organization and the sound logical sequencing of events in the narrative body of the report.

E. Explain adequate descriptions of persons, property and events.

F. Demonstrate proficiency in writing a complete report.

III. SUGGESTED TEACHING ACTIVITIES

A. The intent of this topic is to provide the trainee with understanding of the role of field notes in an investigation and proper preparation of police reports. Instruction should emphasize the importance of proper notetaking and report writing for court presentation.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

F. A practical demonstration should include the procedures and implements commonly used in field notetaking and report writing. Before the trainee attempts to practice these skills, he should first be instructed and shown how to perform these tasks.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Discuss the value and purpose of field notes such as:

1. Notes are permanent.
2. Notes aid the investigative process.
3. Notes may aid an interrogation.
4. Notes aid accurate courtroom testimony.
5. Notes counteract denials or changes in statements.
6. Notes are the basis for the finished report.

B. Discuss proper methods of field notetaking such as:

1. A system - the 5 "W's".
2. Use of abbreviations.
3. Key words.
4. When and where to take notes.
5. Specific information, statements, etc.
6. Accuracy.
7. Exactness.
8. Conciseness of expression.
9. Impartiality.
10. Completeness.
11. Legibility.
12. Understandability.

C. Briefly discuss sketching and diagramming.

1. Measurements.
2. Set of symbols.
    - a. Letters for objects.
    - b. Numbers for evidence.

D. Discuss the purpose and function of investigative reports.

1. Principle source of information for prosecution.

2. Record of official activities.
3. Basis for records system.
4. Source of information to others.
5. Source of statistics for research and legislation.
6. Administrative use.
    a. Decisions.
    b. Supervision - reveals officer's:
        (1) Ability.
        (2) Experience.
        (3) Ambition.
        (4) Training needs.
    c. Protect against charges of improper handling or no action taken.

E. Discuss some of the problems of report writing.
1. Haste in preparation.
2. Poor organization.
3. Work situations.
4. Shortcomings in written expression.
5. Personal characteristics.
6. Opposing requirements.
    a. Detail vs. completeness.
    b. Neatness vs. speed.
    c. Abbreviations vs. recall value.

F. Briefly discuss the qualifications of a good report writer.
1. Experience.
2. Accurate observations.
3. Analysis and judgement.
4. Freedom from preconceptions.
5. Common sense.

6. Accuracy of expression.

7. Understanding the reader.

G. Discuss the types and style of police reports.

1. Two classifications.

a. Operational.

b. Administrative.

2. Types of reports.

a. Oral.

b. Form.

c. Written.

3. Organization and logical sequence.

a. Notes.

b. Organize the material.

c. Write the report.

(1) Victim.

(2) Complainant.

(3) Classification.

(4) Five "W's".

(5) Witnesses.

(6) Suspects.

(7) Evidence.

(8) Disposition.

(9) Signature.

H. Discuss adequate descriptions.

1. Persons.

2. Property.

3. Events.

I. Provide the trainees with situations for obtaining field notes and writing reports.

J. Summary.

1. A review of the most essential points will be provided at the conclusion of the instruction, including the Training Objectives. All questions should be answered. A short quiz should serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual, Examination Section, for testing procedures.

V. RESOURCE MATERIAL

Publications:

Dienstein, William. HOW TO WRITE A NARRATIVE INVESTIGATIVE REPORT. Charles Thomas, 1964.

Flesch, Rudolph. THE ART OF READABLE WRITING. Harper and Row, 1949.

Gabard, E. C. and Kenney, John P. POLICE WRITING. Thomas Publishing Company: Springfield, Illinois. 1957.

Gammage, Allen Z. BASIC POLICE REPORT WRITING. Thomas Publishing Company: Springfield, Illinois. 1961.

Gunning, Robert. THE TECHNIQUE OF CLEAR WRITING. McGraw Hill Co.

Hazelet, John C. POLICE REPORT WRITING. Thomas Publishing Company: Springfield, Illinois. 1960.

Kuhn, Charles L. THE POLICE OFFICER'S MEMORANDUM BOOK. Thomas Publishing Company: Springfield, Illinois. 1964.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Squires, Harry A. GUIDE TO POLICE REPORT WRITING. Thomas Publishing Company: Springfield, Illinois. 1964.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

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Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council.
(Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Blockade and Roadblock Procedure - 1 Hour

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

- A. Explain what the roadblock system is intended to accomplish.
- B. Identify the types of crimes which justify its utilization.
- C. Identify participants in the roadblock system.
- D. State necessity for a prompt response to a roadblock site.
- E. Describe proper site selection.
- F. Describe proper positioning of officers at a site, and their weapons' status.
- G. Identify precautions necessary while conducting a blockade.
- H. Explain the value of courtesy to the public while conducting a roadblock.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with knowledge of the purpose and scope of the Michigan Law Enforcement Blockade System. Recommended procedures and methods utilized when establishing a roadblock shall also be discussed.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

D 6.2

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. The purposes of a blockade.

  1. The advantages of using a roadblock in police operations.

    a. May result in the apprehension of fugitives.

    b. The blockade may make it possible to solve a crime by providing the immediate step in identifying the criminal and revealing that he was involved in a crime.

      (1) A roadblock can result in discovering the fruits of the crime or in locating the weapon with which the crime was committed.

      (2) Stolen goods, contraband, deadly weapons, and other violations of the law may be revealed by a roadblock which otherwise may go undetected.

    c. May curtail the movements of a fugitive to such a degree that he will confine his activities to a limited area and ultimately result in his arrest.

B. Types of crimes that justify a roadblock.

  1. Generally used in crimes of violence such as murder, robbery, kidnapping, etc.

C. Participants in Michigan Law Enforcement Blockade System.

  1. Blockade Committee contacted each law enforcement agency in the Lower Peninsula.

    a. It covers an area of 41,250 square miles.

    b. The committee determined what locations were the most effective blockade points in each respective area.

    c. There are 253 law enforcement agencies, including city, village, township, sheriff departments, and state police posts which have predetermined blockade points to cover in this plan.

    d. Over 100 other police agencies whose limited man power prohibits specific blockade points are included and freelance in their areas of jurisdiction.

    e. The locations assigned to the various agencies were determined by:

      (1) The number of officers each would always have available for an immediate blockade on a 24-hour basis.

      (2) Their proximity to each location.

2. State areas not covered by the blockade plan.

   a. Metropolitan area of Wayne, Oakland, and Macomb Counties of which Detroit is the center.

      (1) Could not be blocked off in the same manner as other sections due to congestion.

      (2) The Metropolitan area around Detroit has a separate system which can operate independently or coordinated with the State Plan.

   b. The Upper Peninsula does not have a specific statewide plan due to limited avenue of escape.

D. Proceeding to a roadblock site.

1. The time element in a blockade.

   a. A blockade must be erected very quickly after the commission of a crime; otherwise, it is ineffective.

   b. Time element requires an effective coordinated plan that will establish a blockade very quickly.

2. All available information concerning the crime must be quickly transmitted to blockade posts.

   a. The description of the fugitive.

   b. The vehicle he is operating.

   c. The crime which he has committed.

   d. Anything that will help the officers at the block point in identifying the criminal.

E. Roadblock selection.

1. Select a natural obstruction which helps to slow down and channel traffic. Examples: bridges, underpasses, road construction projects, road repair jobs, sharp curves.

2. Locating beyond a gradual curve gives oncoming traffic less advance warning than on a straight road; this permits a subject's car less opportunity to turn and run.

3. A location at an intersection or junction allows more space to operate, which may or may not be advantageous. Intersections or junctions also permit more avenues of escape and may complicate the problem of traffic control.

4. Avoid a residential area, there is greater danger to the public and a fugitive car can turn off without causing suspicion.

D 6.4

F. Positioning of officers at site and use of weapons.

1. The modern technique for establishing roadblocks.

   a. Police vehicles act as shields in case of gunfire.

   b. Extra officers cover fellow officer checking traffic.

   c. If fugitive car runs through the block, there is nothing to prevent the police car from pursuing it.

   d. In heavy flow of traffic, this system must be used and police car may be used simply as a spotter car and fall in behind the fugitive car to prevent its reversal of direction.

2. When to use firearms.

   a. Generally the rule which applies is to shoot only in self defense. Reckless use of firearms by one officer might cost the lives of innocent persons and fellow officers. Extreme care should be taken at night.

   b. If a vehicle runs the blockade, don't shoot at the car, but run it down and investigate. The driver might be a respectable citizen who became frightened at being stopped.

G. Precautions necessary while conducting the roadblock.

1. When stopping cars for search, make sure that each car stops and is inspected thoroughly.

   a. Take time to inspect completely the interior of car, because subject may be hidden on floor or rear of car.

   b. Inspect all cars, even those you recognize, because the driver may be covered by subject, hidden in car.

   c. If a suspicious person is stopped, remain at your post to cover those officers who are investigating the thug. Call for assistance, if available.

   d. Attempt to keep out of line of fire of other officers who may be located near scene of roadblock.

   e. At night a spotlight directed on car being searched is good protection.

   f. Firearms should be readily available.

   g. Stay out of traffic lanes, and avoid stepping in front of a vehicle while the motor is running.

H. Courtesy to the public.

1. Contact with drivers.

   a. On stopping cars be firm but courteous. Attempt to solicit cooperation of drivers. If several roadblocks are set up along a road, drivers can be on the lookout for subject who may desert his vehicle and attempt to walk or hitch-hike away.

   b. If operated properly and courteously and in a business-like way, a roadblock can do much to promote good will among citizenry.

I. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE AND HANDOUT MATERIAL

Handouts:

Coded system for area Law Enforcement Agencies represented at the school.

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Police Communications - 2 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. State effective techniques of radio usage.

B. Explain the need for brevity, clarity, phonetics and accuracy.

C. State the use of radio communications as an aid to the officer.

D. State proper dispatch procedure.

E. Describe the functions performed by L.E.I.N., N.C.I.C. and other records systems.

F. Identify the information query needed for the above systems to assist the patrolling officer.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with an understanding of police radio systems from the standpoint of their use as a tool in criminal apprehension and as a valuable safety device.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Discuss the three main types of communication.

   1. Telephone.
   2. Radio.
   3. Teletype.

B. Discuss the Federal Communication Act of 1934 as related to F.C.C.

   1. Responsibility.
   2. Local station requirements.
   3. Prohibitions.
   4. Monitoring.

C. Discuss effective techniques of radio usage such as:

   1. The role of the dispatcher.
   2. Microphone technique.
   3. Emergency situations.
   4. Use of a code.
   5. Phrases and words.
   6. What to avoid.

D. Discuss the following:

   1. Accuracy.
   2. Brevity.
   3. Clarity.
      a. Semantics.
      b. Phonetics.
         (1) Phonetic alphabet.

E. Discuss the use of radio communications such as:

   1. Provides efficiency in everyday business.
   2. Provides emergency service.
   3. Speed and reliability.

        a. Decrease in response time to calls.
        b. Increased protection for citizens.
        c. Increased possibilities of apprehension, etc.
    4. Save lives including officers'.
    5. Officers' constant partner, etc.

F. Discuss proper procedure in dispatched situations.
    1. Answering radio.
    2. Arrival at scene.
    3. Assistance.
    4. Leaving scene, etc.

G. Discuss the functions of the following systems as related to law enforcement.
    1. Weather Bureau.
    2. Civil Defense.
    3. L.E.I.N.
    4. N.C.I.C.
    5. L.E.T.S.
    6. A.D.T., etc.

H. Discuss the proper utilization of information storage and retrieval from the following:
    1. L.E.I.N.
    2. N.C.I.C.
    3. L.E.T.S.

I. Summary.
    1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be answered. A short quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual, Examination Section, for testing procedures.

V. RESOURCE AND HANDOUT MATERIAL

Handouts:

Radio Code (when applicable).

Phonetic Alphabet.

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Patrol Techniques - 10 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Explain the theory of patrol as a deterrent to crime and the backbone of the police service.

B. Explain the purposes of patrol: Protection, prevention, repression of crime, identification and apprehension of criminals, regulation of non-criminal conduct, and providing miscellaneous services.

C. Explain the types of patrol and the purpose for conspicuous and inconspicuous methods.

D. Explain preparation for patrol.

E. Describe effective patrol procedures, emphasizing the reasons for randomly varying the patrol route.

F. Explain proper techniques for conducting a field interrogation.

G. Describe the procedures to be followed in approaching and searching buildings.

H. Explain conditions which are conducive to crime.

I. Give examples of conditions that indicate that a crime is being or has been committed.

J. Explain the conditions under which emergency equipment should and should not be used.

K. Describe the operating practices of both one and two man patrol units.

L. State the importance of the powers of perception and observation of persons, places and things.

M. Identify common types of routine service calls, and effective methods of handling them.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with knowledge regarding the theory of police patrol, types of patrol, effective methods of patrol, and the necessary skills to perform this function efficiently.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

- A. Nature of police patrol.
    - 1. Purposes of patrol.
        - a. Protection of life and property.
        - b. Prevention of crime.
            - 1) Presence of police as a deterrent to crime.
            - 2) Significance of the phrase "police are never there when you need them".
        - c. Detection of crime.
        - d. Identification and apprehension of criminals.
        - e. Regulation of public conduct.
        - f. Detection of conditions affecting public welfare.
        - g. Miscellaneous public service.
        - h. Information gathering-patrol as backbone of police service.
    - 2. Types of patrol.
        - a. Foot.
            - 1) Moving.
                - a) Patrol a designated area.
                - b) Confined to small areas.
                - c) Used in concentrated areas of police hazards.
                    - (1) Business districts.
                    - (2) Tenement districts.
                - d) Offers "personalism".
            - 2) Fixed.
                - a) Traffic direction.
                - b) Special events.
        - b. Auto.
            - 1) Patrol in designated districts.
            - 2) Should be distributed by both area and time in relation to incidence of police hazards.

        3) One-man versus two-man patrol.
            a) State operating practices of one-man patrol.
            b) State operating practices of two-man patrol.
    c. Miscellaneous.
        1) Motorcycle.
        2) Aircraft.
        3) Mounted.
        4) Boat.
        5) Canine.
3. Character of patrol.
    a. Conspicuous patrol.
        1) Creates illusion of omnipresence.
        2) Utilization of uniform and marked vehicles.
    b. Inconspicuous patrol.
        1) Used for particular problem.
        2) Detection and apprehension function.
        3) Contrasting use of marked versus semi-marked versus unmarked vehicles

B. Preparation for patrol.
    1. Personal appearance.
        a. Police officer constantly in public eye.
        b. Each officer reflects on entire profession.
        c. Uniform, etc., should be clean and neat.
        d. Uniform renders prestige - helps protect officer.
    2. Routine checks.
        a. Wanted and stolen lists.
        b. Prior beat activity.
        c. Weapon readiness.
    3. Vehicle check.

    - a. Damage.
    - b. Condition of tires, equipment, etc.
    - c. Weapon readiness.

C. Patrol Procedures.

  1. Once-over check of district at start of patrol.
  2. Definition of "aggressive patrol".
  3. Checking problem spots.
  4. Checking certain areas at problem times (bar closing, etc.).
  5. Meaning of the phrase: "systematically unsystematic patrol".
  6. Detailed knowledge of street and business locations.
  7. Avoiding constant use of thoroughfares.
  8. Awareness of traffic patterns and locations of areas experiencing high accident rates.
  9. Awareness of crime patterns by location and time.

D. Observation.

  1. General considerations.
     - a. Acute observation is a skill - requires practice.
     - b. Importance of development of keen observation.
     - c. Use of hearing as well as sight.
  2. Conditions indicating possibility of criminal activity.
     - a. Need for inquiry into all unusual circumstances.
     - b. Examples of these circumstances.
       - 1) Indications of breaking and enterings.
         - a) Lights out that are usually on.
         - b) Broken glass at window latch.
         - c) Pry marks, etc.
       - 2) Suspicious vehicles.
         - a) Vehicles seen cruising an area several times.

        - b) Vehicles parked on residential streets near business areas.
      - 3) Suspicious actions of persons.
        - a) Giving undue attention to police.
        - b) Carrying objects.

- E. Handling common patrol problems.*
  - 1. Field interrogation.
    - a. Purpose.
      - 1) Identify suspects.
      - 2) Obtain informants and witnesses.
      - 3) Crime prevention.
    - b. Method.
      - 1) Proper approach to suspects.
      - 2) Written record of contact.
  - 2. Property checks.
    - a. Use of concealed and quiet approach.
    - b. Areas checked.
      - 1) Doors.
      - 2) Windows.
      - 3) Roofs - skylights.
    - c. Alarm systems commonly utilized by businesses.
  - 3. Searching buildings.
    - a. Covering plans.
    - b. Proper entry
    - c. Checking interior.
      - 1) Systematic method.
      - 2) Proper use of flashlights.

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*Domestic calls, stolen vehicles, and juvenile offenders are covered in separate sections of the basic training curriculum.

            - a) Proper holding position.
            - b) Avoiding silhouetting of other officers.
    - d. Roof check.
- 4. Prowler calls.
    - a. Approaching the scene.
    - b. Checking premises.
    - c. Need for caution - danger of being mistaken for the prowler.
- 5. Use of vehicle emergency warning equipment.
    - a. Calls justifying use of emergency equipment.
    - b. Driving with emergency equipment.
        - 1) Right of way.
        - 2) Precautions.
    - c. Need for prudent driving when answering majority of calls.
- 6. Disorderly persons.
    - a. Vagrants.
        - 1) Areas where found.
        - 2) Tendency toward criminal activity.
        - 3) Disposition alternatives.
    - b. Intoxicated persons.
        - 1) Danger to themselves and others.
        - 2) Disposition alternatives.
    - c. Loiterers.
        - 1) Are often contemplating criminal activity.
            - a) Casing for burglary or robbery (muggers).
            - b) Sex offenders.
            - c) Pimps, con men, narcotics peddlers.
        - 2) Disposition.

7. Responding to robberies, breaking and enterings in progress, and alarms.
    - a. Use of emergency lights, avoidance of use of siren.
    - b. Coordinating arrival of one-man units.
    - c. Alertness in route for suspicious persons or vehicles leaving scene.
    - d. Caution at scene.
    - e. Need for immediate description broadcast.
8. Noise complaints.
    - a. Types of problems.
        - 1) Barking dogs.
        - 2) Noisy parties.
        - 3) Work conducted late at night.
    - b. Action taken.
        - 1) Contacting complainant.
        - 2) Advising offending party.
9. Hazards and nuisances.
    - a. Types of problems.
        - 1) Vacant buildings that attract vagrants and juveniles.
        - 2) Construction sites that attract juveniles.
    - b. Action taken.
        - 1) Contact owner.
        - 2) Attempt to secure.
10. Defects in public property.
    - a. Types of problems.
        - 1) Street lights.
        - 2) Sewer covers.
        - 3) Broken pavement.
    - b. Making proper notification.

11. Miscellaneous services.

    a. Examples: injured animals, abandoned vehicles, disagreeable odors, individuals locked out of homes, lost children.

    b. Police action depends on local ordinances and policies.

F. Summary.

1. A review of the most essential points should be provided at the conclusion of the instruction, including the Training Objectives. All questions should be answered. A short quiz should serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor.

V. RESOURCE MATERIAL

Publications:

International Association of Chiefs of Police, Inc.
CRIME AND ITS PREVENTION. Training Key 4.
AGGRESSIVE PATROL. Training Key 21.
FIELD INQUIRY. Training Key 37.
ONE MAN CAR PATROL. Training Key 73.
EMERGENCY CALLS. Training Key 113.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

D 9.1

INSTRUCTOR GUIDELINES

I. TITLE: Civil Disorders - 9 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Describe the basic changes that have occurred in the American society in the last 25 years.

B. Identify the internal sources of unrest existing within the American society today.

C. Explain the impact of the news media on social unrest.

D. Define the role of the police when dealing with social unrest.

E. Describe man as a social creature.

F. Define and describe crowds in terms of their characteristics and various types.

G. Describe the transition phases within crowds; within mobs; and crowds to mobs.

H. Identify crowd control measures.

I. Define and describe mobs in terms of their characteristics and various types.

J. Evaluate the psychological factors influencing mob activities in individuals and select the appropriate countermeasures.

K. Explain the three groups of laws applicable to riot situations.
   1. Everyday laws
   2. Riot laws
   3. Governor's Proclamation - emergency powers.

L. Identify tactics used by rioters.

M. Discuss the basic tactical considerations of mob control in terms of:
   1. A plan of action.
   2. Unity of command.
   3. Dispersal routes.
   4. Movement of the crowd.
   5. Assessing crowd action.

N. Defend the chemical munitions policy.

O. Describe the effects of chemical munitions.

P. Perform the appropriate first aid measures.

Q. Explain the factors effecting the use and delivery of munitions.

R. Evaluate the properties of chemical munitions.

S. Explain the appropriate procedures for use of the gas mask in regards to:
   1. Protection.
   2. Safety rules.
   3. Proper care.
   4. Proper adjustment.

T. Identify the characteristics of a sniper.

U. Explain the type of sniper activity experienced in many past civil disorders.

V. Explain the basic concepts that must be the foundation for police counter-sniper operations with particular emphasis on command and control.

W. Explain recommended tactical movements designed to apprehend a sniper.

X. Demonstrate ability to form crowd control formations and the proper use of the riot baton.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with a comprehensive appraisal of the police responsibility for preserving constitutional rights and for controlling civil disorders. The trainees must be made aware of the issues involved in various types of disorders as well as the need for maintaining the often delicate balance between the rights of the individual and the rights of society. Pertinent laws and current control measures will be covered. The recruit will be exposed to the effects of tear gas in this instructional unit.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

F. A practical demonstration should include the procedures and implements commonly used in civil disorder control. Before the trainee attempts to practice these skills, he should first be instructed and shown how to perform these tasks.

G. Time breakdown for civil disorder training.

1.	Contemporary Social Unrest	2 hrs.
2.	Crowd and Mob Behavior	1½ hrs.
3.	Laws Applicable to Riot Situations	½ hr.
4.	Tactics Used by Rioters	½ hr.
5.	Confrontation Management	½ hr.
6.	Chemical Munitions (including exposure)	1 hr.
7.	Anti-Sniper Activity	1 hr.
8.	Control Formations	2 hrs.

IV. SUGGESTED OUTLINE OF MAIN POINTS

- A. Social unrest.
  - 1. Basic changes in our society.
  - 2. Internal sources of unrest.
    - a. The inequities in the system.
    - b. Crime.
    - c. The level of industrial sophistication require more training and education.
  - 3. The news media.
  - 4. Role of the police.
- *B. The behavior and control of crowds and mobs.
  - 1. Man as a social creature.
  - 2. Crowds.
    - a. A large number of persons.
  - 3. Control of crowds.
    - a. Casual crowd.
    - b. Cohesive crowd.
    - c. Aggressive crowd.
  - 4. Mobs.
    - a. Definition of mobs.
    - b. Characteristics of mobs.
  - 5. Psychological factors influencing mob activities in individuals.
    - a. Anonymity.
    - b. Numbers.
- C. Law applicable to riot situations.
  - 1. Laws applicable to riots.
- D. Tactics used by rioters.
  - 1. Historical aspects.

*Refer to Appendix for sample detailed outline.

2. Planning.

3. Weapons used against police.

4. Nonviolent methods used.

E. Confrontation management.

1. Basic tactical stages of mob and riot control.

a. Plan of action.

b. Unit of command.

c. Dispersal.

d. Movement.

e. Never underestimate rioters.

F. Chemical munitions and their use in civil disorders.

1. Chemical munitions policy.

a. Your department policy.

2. Effects of chemical munitions.

3. Factors affecting the use and delivery of chemical munitions.

4. Properties of chemical munitions.

5. The use of the gas mask.

G. Anti-sniper activity.

1. Characteristics of a sniper.

2. "Sniper activity" in past civil disorders.

3. Foundations for effective counter-sniper operation.

4. Tactical movements.

a. Isolate the area.

b. Illumination of the area (if at night).

c. Investigate.

*H. Control formations and the use of the riot baton.

I. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the in-

structor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

*Refer to State of Michigan Department of State Police, CIVIL DISORDER CONTROL MANUAL. Training Division. Revised March, 1972.

V. RESOURCE AND HANDOUT MATERIAL

Handout:

Federal Bureau of Investigation. PREVENTION AND CONTROL OF MOBS AND RIOTS MANUAL.

Publications:

Department of United States Army. CIVIL DISTURBANCES AND DISASTERS. FM-19-15. Department of United States Army, September, 1968.

Federal Laboratories, Inc. THE TACTICAL USE OF TEAR GAS IN LAW ENFORCEMENT. Saltsburg, Pennsylvania.

Fitzgibbon, H. A. POLICE PROCEDURE AGAINST THE SNIPER MENACE. Police Academy, St. Louis, Missouri.

Lake Erie Chamical Company. TEAR GAS TRAINING MANUAL. Rock Creek, Ohio.

Indiana State Police. USE OF CHEMICALS, CIVIL DISORDER OPERATIONAL GUIDE. PLANNING AND ORGANIZING FOR RIOT CONTROL DUTY.

International Association of Chiefs of Police. CIVIL DISORDERS. Washington, D. C., January, 1968.

International Association of Chiefs of Police. OPERATIONAL GUIDELINES: COMMUNITY TENSIONS AND CIVIL DISTURBANCES. Washington, D. C., July, 1967.

International Association of Chiefs of Police. POLICE CAPABILITIES, PROBLEMS AND NEEDS IN DEALING WITH DIVIL DISORDERS. Washington, D. C., President's Advisory Committee on Civil Disorders, November, 1967.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Michigan State Police. APPREHENDING SNIPERS: CROWD AND MOB CONTROL., Sup. 11. East Lansing, Michigan: Training Division, Bureau of Staff Services, January, 1968.

Michigan State Police. CIVIL DISORDER CONTROL MANUAL.

Michigan State Police. RIOT CONTROL. East Lansing, Michigan: Training Division, Bureau of Staff Services.

Michigan State Police. CIVIL DISORDER CONTROL. East Lansing, Michigan: Training Division, Bureau of Staff Services, March, 1971.

New Jersey State Police. OPERATION COMBINE FOR CIVIL DISORDERS OPERATIONS MANUAL. 7-1. Harrisburg, Pennsylvania: Pennsylvania State Police.

Publications (continued):

Syracuse Police Department. PROCEDURES FOR EMERGENCY OR DISASTERS. Syracuse, New York.

United States Marine Corps. OPERATIONS AGAINST GUERRILLA FORCES. FM FM-21 Washington, D. C.: Department of the Navy.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Mechanics of Arrest and Detention - 3 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Explain the proper procedures for effecting an arrest.

B. Describe proper techniques of searching persons, both in the field and at the point of detention.

C. Demonstrate the correct use of restraining devices.

D. Describe the proper methods of transporting a detained subject in a vehicle.

E. Identify problems encountered when arresting a female or juvenile.

F. Explain an officer's obligation, and consequent liability, regarding the physical well-being of an arrestee.

G. Describe the booking and detention process.

III. SUGGESTED TEACHING ACTIVITIES

A. The intent of this topic is to provide the trainee with an understanding of the proper means of physically executing an arrest to avoid danger from either the arrestee or those sympathetic to the defendant.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

F. A practical demonstration should include the procedures and implements commonly used in the mechanics of arrest and detention. Before the trainee attempts to practice these skills, he should first be instructed and shown how to perform these tasks.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Discuss hazardous nature of arrest.

1. No two arrest situations are the same.
2. Arrest is one of the most dangerous phases of police work.
3. Stress importance of planning for known factors, and always "expect the unexpected".

B. Discuss types of behavior that people exhibit when facing arrest.

1. Submit peacefully.
2. Attempt to flee.
3. Resist.
4. Attempt to commit suicide.

C. Describe procedures for arrest with warrant.

1. Normally, in this situation, an arrest can be planned in detail to provide the officer maximum advantage toward a successful apprehension; proper planning should include the following points (discuss in detail):
    - a. Superiority of manpower.
    - b. Superiority of firearms.
    - c. Simplicity of plan.
    - d. Surprise.
    - e. Speed.
    - f. Advantageous location.

D. Describe procedures for arrest without warrant.

1. Under non-warrant arrest situations, added danger factors must be considered since pre-arrest planning is not possible. The following points concerning non-warrant arrests should be emphasized:
    - a. Approach.
        - (1) Officer must demonstrate readiness.
        - (2) Firm and confident bearing is important.
        - (3) Authoritative voice - clear and concise commands.
        - (4) Eye contact - look directly into other man's eyes.

b. Explain officer positioning when confronting suspect(s).

(1) One officer approaching one suspect.

(2) One officer approaching more than one suspect.

(3) Two officers approaching one suspect ("triangle approach").

(4) Two officers approaching two or more suspects.

c. Manner of making arrest.

(1) Identify self as officer.

(2) Inform suspect that he is under arrest.

(3) Use only the necessary force.

(4) Avoid unnecessary conversation.

(5) Deny all favors (bathroom, extra clothing, etc.).

(6) Handle arrest efficiently (lingering arrest process may draw angry crowds).

E. State the responsibilities of the arresting officer.

1. Responsibility to himself and other police officers.
2. Responsibility to person being arrested (remove from angry crowd, proper handcuffing to avoid injury, etc.).
3. Responsibility to bystanders.

F. Discuss problems encountered when arresting a female or juvenile.

1. Allegations of the use of unnecessary force.
2. Allegations of misconduct.
3. Danger of physical assault upon the officer.
4. Searching.
5. The defendant may be a female impersonator.

G. Search of prisoner.

1. State definition and purposes of search; also explain and define "frisk".
2. State and demonstrate various types of searches (explain search techniques for one subject as well as more than one subject).

a. Standing search.

b. Kneeling search.

c. Wall search.

3. Discuss the various places to search (hats, shoes, crotch area, waste band, etc.).

4. Describe the role of the second officer in a search situation.

5. State and demonstrate techniques for searching females.

H. Discuss and demonstrate the correct use of restraining devices (If not covered separately in training school).

I. Transporting prisoners.

1. Explain proper procedures (loading, positioning in vehicle, etc.) for transporting arrested persons in each of the following three situations:

a. One subject - one officer.

b. One subject - two officers.

c. Two subjects - two officers.

2. Discuss proper procedures for transporting prisoners in a vehicle equipped with a "cage".

3. State liability of police when transporting prisoners.

4. Explain procedures for transporting females.

5. Explain procedure for transporting juveniles.

J. Booking and detention process.

1. Discuss the various stages of booking and detention.

a. Booking (filling out arrest forms).

b. Complete search of person.

c. Providing custody of prisoner's property.

d. Fingerprinting.

e. Photographing.

f. Incarceration.

2. Explain necessary procedures for safeguarding rights of arrested person (phone calls, visits with attorney, etc.).

3. Briefly discuss handling of certain types of prisoners in booking and detention process.

a. Extremely violent person.

b. Suicidal person.

c. Female prisoner.

d. Narcotic addict.

e. Alcoholic with "DT's".

f. Person under doctor's medication.

K. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE MATERIAL

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Domestic Complaints - 3 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Explain the nature of domestic complaints.

B. Describe the importance of an officer's attitude when handling a domestic complaint.

C. Identify common types of domestic complaints emphasizing family, landlord-tenant, neighborhood and repossession disputes.

D. State common criminal law violation resulting from disputes.

E. Describe the procedure of responding to a domestic complaint.

F. List social agencies available for referral of civil disputes.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with an understanding of the problems and consequences of handling domestic complaints. Applicable criminal law violations resulting from disputes should also be discussed.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Handling domestic complaints.

1. Domestic complaints represent one of the most frequent requests for police services.

    a. Some complaints are the result of criminal offenses.

    b. Most are civil cases not within the area of police jurisdiction.

2. The average citizen has little knowledge or gives little consideration to the limits of police authority. Always remember this.

    a. His only concern is that he has a grievance or believes himself to be victimized.

    b. In his anger or frustration he turns to the police for assistance.

    c. Even though the source of his concern may be of a civil nature, the citizen should never be embarrassed or criticized for calling on the police.

3. The manner in which this task is accomplished will be instrumental in preventing such an incident from deteriorating into a criminal case.

4. In some instances a disturbance may be of a criminal nature-that is a violation of an ordinance or a statute. The officer must then exercise the power of his office to restore order and to promote the peace and safety of the community.

B. The policeman's attitude is important.

1. When you respond to a domestic complaint, be prepared for anything.

    a. In a three-year period (1960-1963), 21% of the police officers killed in the line of duty met their death handling family quarrels, street disturbances and domestic complaints.

2. An attitude of indifference to safety to such an assignment may cause carelessness and/or tragic consequences.

3. To perform responsibility effectively, the officer must maintain constant vigilance, critically survey and analyze the situation, and anticipate the unexpected. As in all police operations, strict objectivity must be maintained.

4. Before deciding on a course of action, consider all facts that may be determined by observation. Listen carefully and patiently to each person's version of the incident and, if possible obtain information from disinterested parties.

5. Always remember that the apparently simple and routine call may in reality end up being one of the most dangerous in your career.

C. Common types of disputes.

1. Family disputes.

a. Remember that most of the time the entire matter is civil.

b. Realize your place and limitations.

c. The officer is there to preserve the peace.

d. The key to peace is mostly separation of the disputing parties. It takes two to fight.

e. Tension will be decreased by remaining calm. You must realize the tension and emotionalism involved in this situation.

f. Strive for reasoning and calmness, always.

g. Reduce emotional state by having only one person talk at a time.

(1) Talk to the disputants separately.

(2) Be sure that both sides of the story are heard.

h. A family argument may require an officer to enter a home so one of the parties can remove certain personal belongings.

(1) This may be accomplished only with the occupant's permission.

(2) Once inside the home, your sole purpose is to preserve the peace and by your presence prevent the parties from committing a felony.

i. Approach the situation with understanding and tact.

j. Get an armistice if possible until the parties can seek other more competent assistance.

k. You should know agencies to which you may refer a family for assistance, e.g. welfare, prosecutor, etc.

l. The officer should not repeat anything of confidential information heard in a domestic disturbance since this is a professional confidence.

m. Arresting quarreling family members.

(1) Arrest should be executed only as a last resort when dealing with family disputes.

(2) Avoid creating a police problem when only a family problem exists.

(3) There are times, however, when it becomes necessary to arrest a member of the family.

  (a) A crime may have been committed in the officer's presence.

  (b) A warrant may have to be executed or one of the spouses will insist on signing a complaint.

  (c) In these situations you should be very cautious.

(4) A strong familial bond may exist between members of the family.

  (a) Though one of the parties may have been the victim of a battery, or obtained an arrest warrant several days previously, this sense of solidarity may cause members of household to assist one another.

  (b) This creates a great risk to the officer.

(5) It is not uncommon for a wife who wanted her husband arrested to suddenly turn and attack or verbally abuse the arresting officer.

  (a) If children are present in the home, request that they be removed from the room before announcing your intentions. This avoids shaming the parent being arrested in presence of his children.

  (b) Removing the children also protects them if the parent struggles to resist arrest.

2. Landlord-tenant disputes.

  a. A landlord who owns property and rents or leases it naturally is concerned about the care and condition of that property. Many complaints are referred to the police where the landlord's interest is just snooping. A charge of trespassing is claimed.

  b. In most cases the landlord has no legal right to enter rented or leased premises without permission, though he feels quite justified in his action.

  c. Most of these cases can be mediated at the scene by the patrol officer.

    - d. If they cannot, refer the landlord to the prosecuting attorney's office.
    - e. Often a landlord calls police to force tenant to pay rent.
  - 3. Neighborhood disputes.
    - a. Generally, the disputes have been in progress for some time.
    - b. Approach the situation with understanding and tact.
    - c. Get an armistice if possible.
  - 4. Repossessions.
    - a. A civil process.
    - b. Prevent violence.

D. Possible criminal violations.

  - 1. Simple assault (750.81) - Misd.
  - 2. Assault and battery (750.81) - Misd.
  - 3. Assault and infliction of serious injury (750.81a) - High misd. 1 year, $500.
  - 4. Felonious assault (750.82) - Felony.
    - a. Threatening with a weapon.
  - 5. Trespassing (750.552).
    - a. Cannot apply to person on their own property.
  - 6. Improper language in presence of woman or child (750.337).
    - a. Does not require to be in a public place.
    - b. No stipulation that a woman or child cannot be related to the violator.
  - 7. Enticing away child under 14 (750.350). Felony - life.
    - a. Would include father of child if mother has custody.
  - 8. Disorderly (750.167).
    - a. Must be arrested in a public place or open to public.
  - 9. Disturbance in public place or business (750.170) - Misd.

10. Cruelty to children (750.136) - Felony.

    a. Cruelly punishes.

    b. Deprives of necessities.

11. Use of telephone for harassment (750.540e) - High Misd. 6 months, $500.

NOTE: It is very important that each of these statutes be read and understood before the police officer attempts to apply it.

E. Response procedure.

1. One-man units.

    a. Should not normally be sent alone unless other units are not available.

    b. If another unit is available:

        (1) "Double up" at a given location.

        (2) Use both patrol units at scene.

    c. Have other units prepared to be "back up".

        (1) Have them in the area in case they are needed.

2. Two-man units.

    a. The two-man unit should be sent if available.

    b. Have other units prepared to be "back up".

F. Types of action that may be taken.

1. Arrest.

    a. Lodge in jail.

2. No enforcement action.

    a. Voluntary separation.

    b. All parties leave the scene.

3. Referral to another agency.

    a. Department of Social Services.

    b. Alcoholics Anonymous.

    c. Department of Mental Health.

    d. Salvation Army.

e. Minister.

f. Marriage counselor.

NOTE: It is very important that each officer check his own area for the services available. Proper referral can save time, manpower and crime; however, do not make a referral without those involved knowing.

G. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE MATERIAL

Publications:

International Association of Chiefs of Police. HANDLING DISTURBANCE CALLS. Training Key 16.

Law and Order. THE POLICE AND FAMILY DISTURBANCE CALLS. March, 1970.

Department of State Police. HANDBOOK OF CRIMINAL LAW AND PROCEDURES, 1970.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

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Video-Tape Recordings:

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Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: State Liquor Law Enforcement - 3 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Explain the organization and powers of the Michigan Liquor Control Commission.

B. Describe the role of the Liquor Enforcement Officer.

C. Identify and explain the various types of liquor licenses.

D. Explain regulations regarding sale to minors and intoxicated persons.

E. Describe the regulations regarding the licensee's obligations with reference to activities at licensed premises.

F. Cite regulations regarding time and days of sale.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with an understanding of the function of the Michigan Liquor Control Commission with reference to the duties of the Liquor Enforcement Officer. Sections of the liquor statutes important to police officers shall also be discussed.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

- A. History of the present State Liquor Law.
    - 1. Lack of adequate legislation prior to 1919, resulting in over-reaction to prohibition.
    - 2. Results of prohibition.
        - a. Widespread disregard for the law - alley beer and bathtub gin.
        - b. Police corruption.
        - c. Growth of syndicated crime.
    - 3. Repeal of prohibition and concurrent creation of the Michigan Liquor Control Commission.
- B. Role of the Michigan Liquor Control Commission.
    - 1. Commission organization.
        - a. Commissioners, business manager, etc.
        - b. Enforcement division.
    - 2. Responsibilities of the enforcement division.
        - a. Dual control concept.
            - (1) Law gives every law enforcement officer in the state complete authority over all licensed establishments.
            - (2) Enforcement division policy of supplement rather than supplant.
        - b. Duties of liquor enforcement officers.
            - (1) Investigative function.
            - (2) Assisting other law enforcement agencies.
- C. Sections of the Liquor Control Act important to police officers.
    - 1. Section 1, enforcement of the act.
    - 2. Section 2, definitions of types of licenses.
    - 3. Section 3, general authority of the Commission.
    - 4. Section 7a, duty to inspect.
    - 5. Section 20, suspension of licenses.
    - 6. Section 24, classes of licenses.

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7. Section 47, license fee refund.
8. Regulations pertaining to licensee.
    a. Sales to minors.
    b. Sales to intoxicated persons.
    c. Improper conduct on premises.
        (1) Illegal activity.
        (2) Cooperation with law enforcement officers.
        (3) Obscene material.
        (4) Accosting and/or soliciting.
        (5) Frequenting by undesirable persons.
    d. Time of sale.
        (1) Sundays.
        (2) Closing hour.
        (3) Election days.
        (4) Christmas.
    e. Sales to registered truck drivers.
    f. Employees mingling with patrons.
    g. Gambling on premises.
    h. Specially designated distributors.
        (1) Types of liquor.
        (2) Open bottles.
        (3) Hours and days of operation.
        (4) Consumption on premises.
    i. Specially designated merchants.
        (1) Types of liquor.
        (2) Deliveries.
        (3) Open bottles.
        (4) Consumption on premises.
9. Penalties provided in the act.

D. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be answered. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE AND HANDOUT MATERIAL

Handouts:

Michigan Liquor Control Commission. LAW ENFORCEMENT OFFICERS MANUAL ON THE STATE LIQUOR LAW. 506 S. Hosmer Street, Lansing, Michigan, 48912.

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

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Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Emergency Preparedness - Disaster Control - 3 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Describe police duties when a natural disaster occurs, emphasizing the necessity of sealing off the area.

B. Explain the Civil Defense alert system, including both weather and attack warnings.

C. Describe the emblems used to denote the presence of radioactive materials at an accident scene.

D. Explain procedures to be followed if it is suspected that radioactive material may have broken from packaging, emphasizing the necessity of sealing off the immediate area.

E. Explain procedures for notification of proper personnel to handle radioactive materials.

F. Explain the role of bomb squads, and procedures for notification.

G. Describe bomb searches, building evacuation policies, in regard to bomb threats, and protection of the scene if a device is found.

H. Describe the types of bombs and explosives commonly encountered.

I. Explain in detail the dangers presented by anti-disturbance devices, citing examples of some of these devices.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with an understanding of his role in relation to certain potential and actual disasters. Instruction shall include police duties in the event of a natural disaster, procedures to follow if an accident occurs when radioactive materials are being transported, and methods of handling bomb calls. The course material will pertain to the guidelines that have been established by the Office of Civil Defense.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

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IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Authority.

  1. Michigan P.A. 302 of P.A. of 1945.
  2. Michigan P.A. 154 of P.A. of 1953.
  3. Federal law 71-920 - 1950.
  4. Federal law 91-606 - 1970.

B. Types of disaster.

  1. National attack.
  2. Natural disaster.
  3. Peacetime incidents.
    a. Nuclear reactors.
    b. Aircraft.
    c. Dangerous articles.

C. Police duties in time of disaster.

  1. Care for the injured.
  2. Seal off affected area and restrict entry.
  3. Assess damage.
  4. Establish command post at the scene.
    a. Elected officials' responsibilities.
  5. Establish communications.

D. Warning systems.

  1. National Warning System (NAWAS).
    a. North American Air Defense Command (NORAD).
    b. National, state and local warning points.
  2. Local emergency warning.
    a. Tornado and weather information.
      (1) Watch.
      (2) Warning.

E. Classes of dangerous articles.

  1. Flammable liquid.
  2. Flammable solid.
  3. Oxidizing material.
  4. Corrosive liquid.
  5. Nonflammable compressed gas.
  6. Flammable compressed gas.
  7. Poison gas or liquid, class A.
  8. Poisonous liquid or solid, class B.
  9. Tear gas, class C.
  10. Radioactive materials.
      a. Nuclear weapons.
      b. All other items.

F. Placarding and labels.

  1. Placarding will carry Poison, Flammable, Oxidizer, Corrosive, Flammable Gas, Explosive, Radioactive.
  2. Labels are red, white, yellow, green, poison, tear gas, poison gas.

G. Emergency procedures for dangerous articles.

  1. Clear area of unauthorized persons.
  2. Keep fires, flame and lighted smoking material away from scene.
  3. If highway accident, set up warning signals.
  4. Prevent leaking liquids from draining onto roadway or into sewers and streams by damming up the liquid or by digging a drainage trench.
  5. Know material to assist firefighters in using the most effective extinguishing agent.
  6. Leaking tanks may be removed only the minimum safe distance to reach a place where safe disposal of the dangerous article may be made.
  7. Check shipping papers so firemen can determine dangerous article and plan firefighting techniques accordingly.

8. Flammable liquids may be transferred from one container to another or from one vehicle to another on roadways in emergencies only. Set up emergency signals and ground containers.

9. Unload flammable solids and oxidizers if it will decrease fire and other hazards.

10. Request chemical or explosive assistance and medical, if needed, from the Michigan State Police Operations office.

Note: Department of Health radiological and chemical experts on 24-hour call.

H. Emergency action guidelines for accidents involving aircraft carrying radioactive materials and nuclear weapons.

1. Notify nearest state police post and request radiological assistance and medical, if needed, from the MSP Operations Office. If nuclear weapon, Operations will call nearest Air Force facility with type of aircraft and serial number located on tail of aircraft.

2. Make every effort possible to rescue injured or trapped persons and remove them from the incident area. If aircraft, escape hatches, doors and exits will be marked on the outside. On jets, instructions are stenciled near rescue points for the jettison of canopies or hatches. Do not tamper with armrests of crew members' seats on military planes as the armrests activate the ejection seat and are very dangerous.

3. Immediate first aid should be limited to those procedures necessary to save life or minimize injury. Remove injured to a distance of 2,000 feet and search area for survivors who might have been thrown and may be wandering around in a dazed condition. If fire, or threat of fire, and if any deceased, the remains should not be removed from their relative positions as it is vitally important in making positive identification, cause of death, and cause of accident. If removed, tag and state location where found.

4. Inform ambulance, hospital and other medical people of possible radioactive contamination.

5. Always assume that the area is contaminated.

6. Detain people not injured until they can be monitored and decontaminated, if necessary.

7. Obtain names and addresses of all people involved.

8. Restrict access to the incident area and prevent handling of debris.

9. Consider fire as though toxic chemicals or nuclear weapon is involved. Keep upwind, avoid smoke, fumes and dust. Segregate tools and clothing used at scene for monitoring before handling or removing. If weapon is involved and is burning (torching), clear area to 2,000 feet and do not fight fire. If not burning, cool its entire surface.

10. Decontamination of scene by properly trained people (Health Department and/or Military). If weapon is burned, be aware of plutonium threat.

11. Do not eat, drink or smoke in the area or use food or drinking water that may have been in contact with radioactive material.

Note: Advise that Guidelines for Incidents Involving Transportation of Radioactive Materials has been published and distributed by the Michigan State Police.

I. Defense against bombs and bomb threats.

1. Planning.

    a. Police and fire.

    b. Bomb disposal unit.

        (1) Function.

        (2) Procedures for notification.

    Note: Defense Against Bombs and Bomb Threats pamphlet published by Michigan State Police.

2. Preventative considerations.

    a. Inspection of building.

    b. Strict procedures for control and inspectioh of packages.

    c. Have a plan for identification and control of personnel having access to critical areas.

    d. Be alert for suspicious people and items or packages which do not appear to belong in area.

    e. Increase surveillance of areas where unauthorized people may hide.

    f. Control of keys and change locks if necessary.

    g. Check fire exits and fire equipment for obstructions or tampering.

    h. Check perimeter fences, walls, etc.

   i. Exterior lighting and illumination and emergency power.

3. Command and control.

   a. Designate a control center, preferably with communications.

   b. Designate management to operate and make decisions during period of threat.

   c. Assign management personnel to control search and evacuation.

   d. Consider a relocation site in the event of an explosion.

4. Telephone procedures.

   a. Keep caller on line and record every word.

   b. If the caller does not indicate the location of the bomb or time of detonation, ask for the information.

   c. Inform the caller that the building is occupied and a bomb could result in death or injury to innocent people.

   d. Pay attention to background noise.

   e. Listen closely to the voice, sex, voice quality, accent, and impediments.

   f. Ask specific questions regarding bomb, such as size, detonator device, etc.

   g. Report to person previously designated to receive information.

   h. Then report immediately to police, fire or other agency.

5. Search techniques.

   a. Staff member or supervisor should direct search and assign appropriate people.

   b. Alert medical people.

   c. Searchers' mission is to search and report only.

   d. No smoking.

   e. Communications in building.

      (1) Avoid using handi-talkies as they can detonate a device by radio induced electric current.

6. Suspicious object or package located.

a. Evacuate the building making sure all search teams are notified.

b. Three hundred feet (300) danger zone should be blocked off.

c. Prevent re-entry into the building until the device has been removed or disarmed and the building declared safe.

d. When bomb is located, bomb technicians may desire to interview the person to determine what action and equipment may be required.

   (1) Where is the suspected bomb located?

   (2) Are there any others? (Do not assume there are no others).

   (3) Where did the suspected package come from?

   (4) Why is it suspected of being a bomb or explosive?

   (5) Has it been disturbed or moved?

7. Evacuation considerations.

a. Determine who will evaluate the threat and make the decision to evacuate or not to evacuate.

b. Establish a signal for evacuation.

c. Establish priority and routes of evacuation.

   (1) Bomb threat (if deemed necessary).

   (2) Event bomb is found.

d. Decision reference re-entry.

   (1) No bomb.

   (2) Bomb found and removed.

e. Evacuation or holding area at least 300 feet.

f. Shutoff gas, fuel lines, electricity.

   (1) May need electricity for light.

   (2) Threat of electrical fire.

J. Common explosives.

1. Black power.

2. Blasting caps.
3. Dynamite.
    a. Solid.
        (1) Sticks.
        (2) Plastics (military).
    b. Gelatin.
    c. Liquid.
4. Nitroglycerin.

K. Bombs.

1. Fragmentation.
    a. Give examples.
2. Incendiary.
    a. Give examples.

L. Anti-disturbance devices.

1. Booby traps.
    a. Pendulum.
    b. "Mouse trap".
    c. Mercury switch.
    d. Chemical mixture reaction.
    e. "Clothes pin" switch.
2. Dangers.
    a. Cite dangers in disturbing a bomb.

M. Summary.

1. The summary should be a review of important points discussed, including the Training Objectives. All questions should be resolved. A short quiz should serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor.

V. RESOURCE MATERIAL

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Michigan State Police. GUIDELINE FOR INCIDENTS INVOLVING TRANSPORTATION OF FADIOACTIVE MATERIAL. East Lansing, Michigan.

United States Department of Defense. LAW AND ORDER TRAINING FOR CIVIL DEFENSE EMERGENCY. Part A and B. Office of Civil Defense.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Stopping Vehicles and Occupant Control - 3 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

- A. Explain police pursuit policy, including legal aspects regarding the use of force.
- B. Explain the factors to be considered when preparing to make a stop, including proper selection of a site and proper methods of indicating a stop.
- C. Describe proper positioning of the police vehicle.
- D. Describe procedures for approaching a vehicle and assuring an officer's safety while in contact with the driver and passengers.
- E. Explain the proper method of making a "felony stop" for both one and two-man patrol cars.

III. SUGGESTED TEACHING ACTIVITIES

- A. Instruction shall acquaint the recruits with the safest methods of stopping and approaching vehicles. Emphasis shall be placed upon using caution while executing all traffic stops.
- B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.
- C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.
- D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.
- E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.
- F. A practical demonstration should include the procedures and implements commonly used in stopping vehicles and controlling the occupants. Before the trainee attempts to practice these skills, he should first be instructed and shown how to perform these tasks.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Discuss police pursuits and their ramifications.

1. Legal and moral responsibility of police regarding traffic pursuits, especially "high-speed chases".

2. The use of deadly force relative to traffic situations.

B. Vehicle stop procedures.

1. Misdemeanor vehicle stops.

a. Explain and demonstrate the necessary procedures involved in stopping the suspect vehicle, including:

(1) Selection of location for the stop.

(2) Proper positioning of the patrol car.

(3) Officer conduct before leaving his car (notifying radio operator, etc.).

b. Explain and demonstrate the proper methods for approaching the suspect vehicle.

(1) Officer conduct in both one-man and two-man patrol unit situations, both during the day and at night.

(2) Emphasize the various check points on and within the suspect vehicle, such as:

(a) Rear seat.

(b) Ignition.

(c) Occupants, etc.

(3) The best position(s) to be assumed by the officer(s) at the suspect vehicle.

c. Explain procedures for accepting, examining, and returning documents of identification, this discussion should also include:

(1) Appropriate officer conduct in reaction to variations in occupant behavior (driver or passengers getting out of vehicle, failing to cooperate, etc.).

(2) Procedures for ending the contact (waving violator back into traffic, etc.).

2. Felony vehicle stops.

a. Explain and demonstrate necessary procedures involved in stopping suspect vehicle, beginning with the initial notification of the radio operator of the impending stop and the location.

b. Discuss differences in procedures for one and two-man patrol units.

c. Explain necessity for communications between officers in a felony stop situation emphasizing such points as:

  (1) Knowing who will maintain radio contact.

  (2) Who will talk and direct actions of the occupants of the suspect vehicle.

  (3) Which occupants each officer will observe.

d. Discuss and demonstrate the best positions for officers to assume immediately upon stopping vehicle, with respect to advantages concerning observation and safety.

e. Discuss differences in procedures to be followed at night, particularly the best use of spotlights and head lamps.

f. Explain and demonstrate the procedures involved in removing suspects from the vehicle, including:

  (1) The form and content of directions officers should use in moving the suspects from their vehicle.

  (2) Checking the suspect vehicle to be assured of an absence of additional danger before proceeding to search the suspects.

  (3) The advantages of officers maintaining shielded positions and good visibility.

  (4) How to move suspects into search positions.

  (5) Special situations or suspect action for which officers should be alert.

  (6) Techniques for reacting or adjusting to suspect actions or lack of compliance should be illustrated.

C. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE MATERIAL

Publications:

International Association of Chiefs of Police. STOPPING THE TRAFFIC VIOLATOR. Training Key 13.

Langford. STOPPING VEHICLES AND OCCUPANT CONTROL. Thomas Publishers.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Physical Training and Defensive Tactics - 28 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

   A. Explain the purpose and need for continuous physical fitness training.

   B. State the purpose of charting individual improvements.

   C. Demonstrate ability to perform exercises.

   D. Demonstrate ability to perform restraining holds, come-along holds, removal techniques, disarming techniques, use of natural body weapons and non-lethal weapons.

III. SUGGESTED TEACHING ACTIVITIES

   A. The prime intent of this instruction is to provide the trainee with pride and confidence in his physical fitness and his ability to successfully perform the more strenuous police tasks. Emphasis will be on teaching the recruit a physical conditioning regimen which he can follow throughout his career in order to maintain physical fitness. Practice in defensive tactics will develop skills needed by the individual officer to uphold his law enforcement responsibilities in the face of physical resistance.

   B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

   C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

   D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

   E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

   F. A practical demonstration should include the procedures and implements commonly used in physical training and defensive tactics. Before the trainee attempts to practice these skills, he should first be instructed and shown how to perform these tasks.

IV. SUGGESTED OUTLINE OF MAIN POINTS

- A. Physical training.
  - 1. Importance of being physically fit.
    - a. Better able to cope with stress.
    - b. Less likely to suffer heart disease.
    - c. Higher resistance to illness.
    - d. Feel better.
    - e. Ability to meet the often strenuous demands of police work.
    - f. Increased mental alertness.
  - 2. The need for exercise.
    - a. The body is a complex machine.
    - b. Unlike an ordinary machine, it improves with use.
    - c. If not exercised it atrophies - wastes away.
    - d. Most human machines do not wear out, they degenerate from lack of use.
    - e. There is no short-cut to physical fitness - you must exercise.
  - 3. The physical fitness problems of police.
    - a. Rides in patrol car with very little physical activity.
    - b. High degree of mental tension.
    - c. Poor diet - greasy food, doughnuts and coffee.
    - d. Job requires officer to handle situations which make great physical demands.
    - e. Endurance is necessary - may mean difference between life and death.
      - (1) May become too exhausted from chase to subdue subject once caught.
      - (2) May have heart attack from over exertion.
  - 4. Charting individual progress.
    - a. Waist measurement.
    - b. Weight weekly.

        - c. Number of exercise repetitions which can be performed comfortably.
        - d. Distance that can be run comfortably.
        - e. Recovery time.
    - 5. Suggested course content (NOTE - the instructor should adjust the routine according to the general level of fitness of the class).
        - a. Alternate walk-jog for increasing distances.
        - b. Calisthenics following jogging.
            - (1) Toe touch with back bend.
            - (2) Push-ups.
            - (3) Trunk rotation.
            - (4) Arm rotation.
            - (5) Leg raise.
            - (6) Half knee bend.
            - (7) Sit-ups.
            - (8) Squat thrusts.
            - (9) Sprinter exercise.
- B. Defensive tactics.
    - 1. Basic holds and come-alongs.
        - a. Hammer lock.
        - b. Wrist locks.
        - c. Fingerlocks.
    - 2. Simple take-downs.
        - a. Trip type, foot sweep.
        - b. Rear take-down.
    - 3. Escapes from common holds and chokes.
        - a. Hammer lock.
        - b. Grasp of wrist or arm.
        - c. Grasp of shirt front.

        d. Head lock.
        e. Full nelson.
        f. Bear hug, front and rear.
        g. Front chokes.
        h. Rear chokes.
        i. Prone chokes.

    4. Searching uncooperative suspects.
        a. Wall.
        b. Prone.

    5. Handcuffing uncooperative suspects.
        a. Standing.
        b. Prone.
        c. From wrist lock.
        d. From hammer lock.

    6. Removing uncooperative suspect from car.
        a. Neck take-out.
        b. Mastoid take-out.

    7. Combative techniques.
        a. Stance, balance and relation to suspect.
        b. Personal body weapons.
        c. Use of personal body weapons.
        d. Vulnerable areas of body.
        e. Simple kicking techniques.

C. Summary.

    1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be answered. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE AND HANDOUT MATERIAL

Handout:

International Association of Chiefs of Police.
THE POLICE BATON. Training Key 76.
PHYSICAL FITNESS. Training Key 38.

Federal Bureau of Investigation.
DEFENSIVE TACTICS.

or

Michigan State Police.
DEFENSIVE TACTICS.

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

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Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

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Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

TRAFFIC

INSTRUCTOR GUIDELINES

I. TITLE: Motor Vehicle Law - 8 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Explain proper use of the Michigan Vehicle Code Index, demonstrating techniques to quickly locate particular traffic laws.

B. Identify frequently used sections of the Code, placing special emphasis on elements that make up traffic offenses.

C. Demonstrate the proper procedure in completing a standard traffic citation for any traffic offense.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with a familiarization of the Michigan Vehicle Code as it relates to ownership and use of vehicles on the streets and highways of this state. Instruction will be designed to provide the recruit with the ability to recognize common violations of Michigan's traffic laws.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

F. A practical demonstration should include the procedures and implements commonly used in completing a standard traffic citation. Before the trainee attempts to practice this skill, he should first be instructed and shown how to perform this task.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Discuss and demonstrate proper utilization of the index.

B. Discuss frequently violated sections, including the particular elements necessary for a violation, such as:

1. Speeding.

2. Careless or negligent driving.

3. Equipment.

4. Registration.

5. Reckless driving.

6. D.U.I.L.

7. Felonious driving.

8. Motorcycles, etc.

C. Demonstrate the proper procedure in completing a standard traffic citation for a traffic offense.

D. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be answered. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE AND HANDOUT MATERIAL

Handouts:

Michigan Vehicle Code.

Publications:

International Association of Chiefs of Police. POLICE TRAFFIC RESPONSIBILITY.

Michigan Vehicle Code.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR BUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103 or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

E 2.1

INSTRUCTOR GUIDELINES

I. TITLE: Driver Licensing - 2 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Explain the various types of driver licenses issued in Michigan.

B. Explain the elements of license violations as well as penalties for violation of licensing laws.

C. Explain the Financial Responsibility law, including license restrictions based on this law.

D. Discuss Michigan's vehicle registration and insurance requirements.

E. Describe techniques for determining the validity of licenses.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with an understanding of driver licensing in Michigan with emphasis on types of licenses, restrictions, elements of and penalties for license violations, and regulations relating to vehicle registration and insurance requirements.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Discuss the following types of licenses, including the elements of violations and penalties.

1. Operator.
    a. Minor.
    b. Adult.
    c. Restricted.
2. Chauffeur.
    a. Minor.
    b. Adult.
    c. Restricted.
3. Special restricted operator's license.
4. Minor restricted license.
5. Temporary "appeal pending" license.
6. Special driver permit.
7. Probationary license.

B. Explain the Financial Responsibility law including:

1. Type of license.
    a. Minor.
    b. Adult.
2. Restrictions.
3. Violations.
4. Penalty.

C. Discuss Michigan's vehicle registration and insurance requirements.

D. Discuss techniques for determining the validity of licenses.

1. Driver license number.
2. Date of birth.
3. Lamination.
4. More than one (1) license.

E. Discuss licensing of new residents in the State of Michigan.

F. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be answered. A short quiz should serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Manual, Examination Section, for testing procedures.

V. RESOURCE AND HANDOUT MATERIAL

Handout:

Michigan Department of State.
WHAT EVERY DRIVER SHOULD KNOW.
TYPES OF DRIVER LICENSES.

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council
(Consult school coordinator for latest listings.)

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council.
(Consult school coordinator for latest listings).

E 3.1

INSTRUCTOR GUIDELINES

I. TITLE: D.U.I.L. Enforcement - 2 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Describe the scope of the problem that the drinking driver presents to the police and to the public.

B. Present the elements of the offenses of D.U.I.L., driving under the influence of narcotic drugs, and impaired driving as defined by law.

C. Explain penalties for the above named offenses.

D. Explain securing the necessary evidence, including proper report writing, to successfully prosecute for the various offenses.

E. Explain Michigan's Implied Consent Law, including requirements relative to degrees of intoxication and the various tests for determining intoxication, with special emphasis on the Breathalyzer.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with an understanding of the scope of the drinking driver problem and present the elements of the offense of D.U.I.L. as defined by Michigan law. Instruction will also provide knowledge on securing the necessary evidence, including scientific tests and reporting, in order to successfully prosecute intoxicated drivers.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

E 3.2

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Describe the scope of the D.U.I.L. problem.

1. The drinking driver as a threat to the welfare of the public can be illustrated by:

   a. Statistical information on the number of traffic accidents, deaths, and injuries which are found to be attributed to vehicle operators whose physical and mental abilities are impaired by alcohol.

   b. Michigan statistics regarding the number of D.U.I.L. arrests and convictions - this will give trainees an idea of police enforcement activity in this area.

   c. The effects of alcohol on the human body.

B. Discuss the elements of the following violations:

1. Using the Michigan Vehicle Code as a source, the instructor should describe the elements for each offense. Consideration should be given to the sufficiency and acceptability of proofs.

   a. Driving Under the Influence of Intoxicating Liquor (DUIL).

   b. Impaired Driving.

   c. Driving Under the Influence of Narcotic Drugs.

2. Briefly describe the penalties that are provided for each offense.

C. Michigan's Implied Consent law.

1. Discuss the meaning of "Implied Consent" and its significance in drunk driving enforcement.

2. Discuss the various chemical tests for determining intoxication.

   a. Breathalyzer.

   b. Blood analysis.

   c. Urine analysis.

   d. Saliva analysis.

3. Explain the penalty for persons who refuse a chemical test.

4. Briefly explain the importance and operation of the Breathalyzer instrument.

5. Describe the various degrees of intoxication as defined by law:

   a. .00% to .07 (inclusive) is presumptive of innocence.

b. .08% to .09 presumptive of impairment of his driving ability.

c. .10% or more - presumptive evidence that person was "Driving Under the Influence of Intoxicating Liquor".

D. Discuss necessary evidence which is needed to convict drunk drivers.

1. Driving behavior prior to the arrest or accident.

2. Driver behavior after accident or arrest.

3. Driver reaction to coordination tests.

4. Results of chemical test(s).

5. The importance of proper report writing as it relates to successful prosecution of drunk drivers:

a. Use of Alcoholic Influence Report form.

b. Inclusion in investigative report of all observations that would indicate driver intoxication.

E. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be answered. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE AND HANDOUT MATERIAL

Handouts:

Alcohol Influence Report Form.
Breathalyzer Test Consent/Refusal Form.
(Source - both of the above forms are available from local police departments).

Publications:

Borkenstein, R. F., Crowther, R., Shumate, R. P., Ziel, W. B., Zylman, R. THE ROLE OF THE DRINKING DRIVING IN TRAFFIC ACCIDENTS. Bloomington, Indiana: Indiana University Press.

International Association of Chiefs of Police, Inc. Training Key 40. DRIVING UNDER THE INFLUENCE.

Irwin, Richard E. DEFENSE OF DRUNK DRIVING CASES. Albany, New York: Banks and Company.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Northwestern University Traffic Institute. CHEMICAL TESTS AND THE LAW. Evanston: Northwestern University Press.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Geithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103 or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

DRIVING UNDER THE INFLUENCE.
THE EFFECTS OF ALCOHOL.
(Source - both of the above are available through the International Association of Chiefs of Police, Sight and Sound Series, Washington, D. C.).

Michigan Law Enforcement Officers Training Council.
(Consult school coordinator for latest listings).

E 4.1

INSTRUCTOR GUIDELINES

I. TITLE: Motor Vehicle Accident Investigation - 12 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Explain the theory of accident causation, purposes of accident investigation, and the legal authority of an officer relative to accident investigation.

B. Identify commonly accepted steps in accident investigation including: Proceeding to the scene; parking vehicle at the scene; restoring the flow of traffic; collection of physical evidence; evaluation of vehicle damage; locating, identifying and questioning of witnesses; observing the behavior of drivers; examining the roadway and driving conditions; and taking measurements and photographs at the scene.

C. Demonstrate the proper procedure for completing the official Michigan Traffic Accident Report Form, utilizing hypothetical accident situations.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with an understanding of the theory of accident causation as well as commonly accepted steps in the investigation of motor vehicle accidents. The recruits will also become familiar with the official Michigan Traffic Accident Report Form.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

F. A practical demonstration should include the procedures and implements commonly used in completing the Official Michigan Traffic

Accident Report (UD-10). Before the trainee attempts to practice these skills, he should first be instructed and shown how to perform these tasks.

E 4.3

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Briefly discuss the traffic problem today.

  1. Increasing congestion brought on by a growing number of drivers and vehicles.

  2. Inadequate secondary roads and traffic control systems also create problems of congestion.

  3. Traffic accident experience (cite statistics or use other examples to impress trainees with the seriousness of traffic accident problem).

B. Discuss the theory of accident causation.

  1. Cause is defined as a combination of simultaneous and sequential circumstances without any one of which the accident could not have happened ("chain of causative factors" concept).

  2. Discuss condition factors of driver, vehicle and roadway as related to accident causation.

C. State purposes of accident investigation.

  1. To reveal causes of accidents (to collect facts and to analyze the conditions and circumstances leading to an accident).

  2. Determine law violation(s) and gather evidence to successfully support prosecution.

  3. Other purposes: safeguard property, aid and safeguard the injured, and protect other users of the highway.

D. Accident investigation procedure.

  1. Proceeding to the scene.

    a. Determine severity of accident.

    b. Know rules for emergency driving, when to use emergency lights and siren. Review Michigan law governing operation of emergency vehicle.

    c. Determine quickest and safest route to follow to scene.

  2. Parking police vehicle.

    a. Park properly so as to help protect the scene.

    b. Utilization of emergency lights is important.

    c. Should be able to hear radio.

  3. Immediate action.

  a. Determine actual severity of accident.

  b. Call for ambulance, fire department, wrecker, additional patrol cars, utility company, or other people, if needed.

  c. Aid injured persons (if fatal accident, notify coroner-follow departmental policy).

  d. Place warning devices (flares, reflectors, etc.) to prevent other vehicles from becoming involved in accident.

  e. Remove minor traffic obstructions - get traffic moving as soon as possible; finally, provide for movement of severely damaged vehicles.

  f. Other responsibilities: prevent destruction of evidence; prevent looting; recognition of possible dangerous substances (radioactive material, poisonous gases, etc.).

4. Locate and question witnesses.

  a. Attempt to locate disinterested and unbiased witnesses.

  b. Use proper questioning techniques (avoid "leading" questions and questioning witnesses in front of drivers).

  c. Take written statement if possible.

5. Locate and question drivers.

  a. Establish personal identity of drivers.

  b. Determine physical condition of drivers (injuries, sobriety, sleepiness, etc.).

  c. Get essential information for the report first (names, addresses, car model, license number, etc.).

  d. Hear drivers' stories fully and uninterruptedly.

  e. Carefully evaluate the stories of the drivers and then proceed to question each driver separately.

6. Identification, protection and recording of physical evidence.

  a. Know what constitutes evidence (skidmarks; hair; paint; vehicle debris; fabric impressions; nature and extent of damage to vehicles, other property and persons; etc.).

  b. Label evidence in proper manner.

  c. Measure skidmarks using proper methods.

  d. Measure other distances and make sketch of accident scene.

e. Determine point of impact and observe factors such as weather, road and light conditions, and vehicle condition.

f. Photograph the scene using proper techniques.

g. Record observations in an acceptable manner so as to avoid conflict in court (need for accurate field notetaking).

7. Completion of investigation.

a. If necessary, interview individuals in hospitals and late-coming witnesses.

b. Based on testimonial and physical evidence, the investigating officer's next steps are:

(1) Determine the cause or causes of the accident.

(2) Complete the official Michigan Accident Report Form (UD-10).

(3) Issue a citation or citations if an arrestable violation is involved.

(4) If one or both drivers are placed under custodial arrest (DUIL, felonious driving, etc.), then describe procedures for processing same.

(5) Prepare any additional reports which may be needed for purposes of prosecution and court testimony (Alcohol Influence Report form, Breathalyzer Consent Form, special investigative reports filed by officer, etc.).

E. Hit and run and late report accident investigations.

1. Hit and run accident investigation.

a. Know elements of hit and run as described in Michigan Vehicle Code.

b. Important for desk officer to obtain as much descriptive information of hit and run vehicle as possible (type of vehicle, color, location of damage, direction of travel, etc.).

c. Investigation at scene.

(1) Determine if it is actually a hit/run situation.

(2) Check for physical evidence.

(3) Attempt to locate witnesses.

        (4) Give out additional information as you receive it.

        (5) Canvass area for vehicle and driver.

    d. Follow-up investigation.

        (1) Recheck the scene in daylight, if applicable.

        (2) Recheck area for witnesses.

        (3) Check local garages or contacts.

        (4) Check list of stolen or wanted vehicles.

        (5) Ask for citizen help in serious cases.

2. Late report accidents.

    a. Discuss importance of late reports.

        (1) Accident may involve drivers who need investigation.

        (2) To minimize the complaints of drivers who call the police.

        (3) Police interest in accidents should be consistent.

        (4) Statistical information.

    b. Purposes of late investigation.

        (1) To obtain reliable facts regarding the causes and conditions involved in all accidents.

        (2) To discourage drivers from failing to call the police.

        (3) To develop positive public attitude relative to police accident investigation.

        (4) To maintain a deterrent effect.

    c. Difficulties of late investigation.

        (1) Drivers are frequently resentful of investigation.

        (2) Witnesses are difficult to locate.

        (3) Physical evidence is often destroyed, altered or moved.

    d. Late accident investigation procedure.

        (1) Question each driver or pedestrian involved.

        (2) Visit the accident scene with the driver(s) to insure that he (they) have represented things as they actually were.

(3) Check the vicinity for witnesses.

(4) Examine the vehicles involved.

(5) Complete accident report and take enforcement action, if warranted.

F. Completion of Official Traffic Accident Report.

1. Each trainee will complete the Official Michigan Traffic Accident Report form (UD-10) utilizing hypothetical accident situations. However, if at all possible, mock accident scenes should be constructed thereby providing trainees with the opportunity to apply skills (measurements, photography, etc.) relative to accident investigation. From the information gained at the mock accident scene, trainees can complete the accident report form.

2. It is recommended that each trainee receive the book entitled, "Instructions for Completion of the Official Traffic Accident Report". This book will serve as a guide for this portion of the course as well as provide the trainee with reference material for actual situations that occur in the field.

G. Summary.

1. The summary should be a review of important points discussed, including the Training Objectives. All questions should be resolved. A short quiz should serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor.

V. RESOURCE MATERIAL

Publications:

Baker. TRAFFIC ACCIDENT INVESTIGATOR'S MANUAL FOR POLICE. Traffic Institute, Northwestern University.

Collins and Morris. HIGHWAY COLLISION ANALYSIS. Thomas Publishers.

International Association of Chiefs of Police.
THE ACCIDENT SCENE. Training Key 22.
EMERGENCY TRAFFIC CONTROL. Training Key 114.
HIT AND RUN INVESTIGATION. Training Key 7.
SKID MARK EVIDENCE. Training Key 47.
DETERMINING SPEED FROM SKID MARK. Training Key 69.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

E 5.1

INSTRUCTOR GUIDELINES

I. TITLE: Traffic Direction and Control - 2 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

- A. Explain routine intersection and emergency traffic control procedures.
- B. Demonstrate standard hand signals and gestures used in directing traffic and the reason for each.
- C. Explain the proper methods of entering and positioning oneself at an intersection.
- D. Explain the professional image projected by an officer who employs the proper traffic direction techniques.
- E. Identify useful aids that can be employed in traffic direction, especially during hours of darkness.

III. SUGGESTED TEACHING ACTIVITIES

- A. The prime intent of this topic is to introduce the trainee to the basic signals and gestures used by police officers in directing vehicular and pedestrian traffic, proper positioning at the intersection, and aids that can be used for more effective traffic direction.
- B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.
- C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.
- D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.
- E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.
- F. A practical demonstration should include the procedures and implements commonly used in traffic direction and control. Before the trainee attempts to practice these skills, he should first be instructed and shown how to perform these tasks.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Discuss the purposes of point control.

1. Regulate vehicular and pedestrain flow.
2. Relieve and prevent traffic tie-ups.
3. Provide a rapid and efficient movement of traffic.

B. Discuss the responsibilities of traffic direction and control.

1. Regulate the flow of traffic.
2. Control and assist turning vehicles.
3. Coordinate with adjacent intersections.
4. Protect pedestrians.
5. Assist information seekers.
6. Assist emergency vehicles.

C. Discuss general rules for traffic direction and control.

1. Formulate a plan.
2. Select the best position.
3. Use uniform signals and gestures.
4. Keep stragglers moving.
5. Watch for spill-backs and correct.
6. Be firm but cheerful - be in command.

D. Discuss routine intersection and emergency control procedures.

1. Routine.
    - a. Defective traffic signals.
    - b. Inadequate engineering.
    - c. Special events.
        - (1) Parades.
        - (2) Sporting events.
2. Emergency.
    - a. Accidents.
    - b. Fires.

   c. Civil disorders.

   d. Roadblocks.

E. Discuss proper methods of entry and positions.

   1. Safety to you and others.

   2. Must be suited to the location and traffic patterns.

      a. Full view of location and approaches.

      b. Visible to motorists and pedestrians.

      c. All for control.

   3. Center position may be hazardous.

   4. Use corner position for heavy pedestrian or turning movements.

F. Demonstrate the fundamentals of point control.

   1. Uniform signals.

      a. Clear.

      b. Precise.

   2. Hand signals.

      a. Stop.

      b. Go.

      c. Turns.

   3. Whistle.

      a. Stop.

         (1) One long blast.

      b. Go.

         (1) Two short blasts.

      c. Attention getter.

         (1) Three short blasts.

         (2) Use sparingly.

   4. Baton.

   5. Flashlight.

   6. Flares.

7. Your body position and its meaning.

a. Back and front view - stop.

b. Side view - go.

8. Allocation of traffic flow.

a. According to volume of traffic.

b. Phase (length of time).

(1) 15 to 40 seconds.

c. Cycle.

(1) 50 to 80 seconds.

9. Turning movements.

a. Permit.

b. Prohibit.

c. Conditions.

(1) Not cause congestion.

(2) Not cause confusion.

(3) Safety.

d. When required.

10. Professional image.

G. Discuss the importance of utilizing proper equipment.

1. Police vehicle.

2. Barricades.

3. Uniform.

4. Safety vests and covers.

5. Special raincoats.

6. White gloves and hat.

7. Baton or red flashlight.

8. Flares.

H. The trainees should be provided an opportunity to demonstrate their knowledge and ability through practical exercise.

I. Summary.

1. The summary will be a review of the most important points presented, including the Training Objectives. All questions should be answered. A short quiz should serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor.

V. RESOURCE MATERIAL AND HANDOUTS

Handouts:

International Association of Chiefs of Police, INTERSECTIONAL TRAFFIC CONTROL, Training Key #30.

Traffic Institute, Northern University, DIRECTING VEHICLE MOVEMENTS, #4027.

Traffic Institute, Northern University, SIGNALS AND GESTURES FOR DIRECTING TRAFFIC, #4028.

Publications:

Weston, Paul B. THE POLICE TRAFFIC CONTROL FUNCTION. Springfield, Illinois: Charles C. Thomas, 1970.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Glenn B. Carpenter. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

International Association of Chiefs of Police. SIGNALS AND GESTURES IN TRAFFIC DIRECTION.

International Association of Chiefs of Police. DIRECTING TRAFFIC. Vol. 1 #8, Sight/Sound Program.

United States Army, POINT CONTROL OF TRAFFIC. T.F. 19-2137.

Federal Bureau of Investigation. SIGNALS AND GESTURES.

E 6.1

INSTRUCTOR GUIDELINES

I. TITLE: Techniques and Methods of Traffic Law Enforcement - 2 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Identify patrol techniques and patterns both from the standpoint of accident prevention and violator apprehension.

B. Explain the selective enforcement concept as well as selective enforcement procedures.

C. Explain the importance of traffic records as they relate to an effective selective enforcement program.

D. Describe the critical nature of officer-violator contact in terms of the professional image projected by the officer, including the basic psychology of police-violator contact.

E. Explain various levels of traffic enforcement action.

F. Identify the popular speed timing devices now employed by various law enforcement agencies, and explain their basic operating principles.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with an understanding of selective enforcement and discuss procedures that officers should use concerning proper patrol techniques designed to make the most efficient use of patrol time relating to traffic law enforcement. The trainee must be aware of the importance of good officer-violator contact and the mechanics of processing traffic arrests. Instruction will also include a familiarization with common speed timing devices.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

- A. Purpose of traffic law enforcement.
  - 1. Promoting voluntary compliance.
  - 2. Deterring potential violators.
  - 3. Action against non-conformists.
- B. Objectives of traffic law enforcement.
  - 1. Action taken for the violation.
  - 2. Change violator's future behavior.
  - 3. Deterrent effect on passing motorists.
- C. Selective enforcement program factors.
  - 1. What.
  - 2. Where.
  - 3. When.
  - 4. Traffic records as they relate to selective enforcement.
    - a. Complaints.
    - b. Accidents.
    - c. Other conditions.
    - d. Citations.
- D. Patrol techniques.
  - 1. Conspicuous - open.
  - 2. Visible - off street observation.
  - 3. Concealed - hidden.
- E. Patrol patterns.
  - 1. Area.
  - 2. Line.
  - 3. Spot.
  - 4. Combination.

E 6.4

F. Elements of traffic enforcement efforts.

1. Observation.
2. Evaluation.
3. Decision.
4. Stopping the violator.
    a. Location.
    b. Proper parking.
    c. Check hot sheets.
    d. Record the stop.
5. Your manner and appearance.
6. Approaching the violator.
    a. Emotions.
    b. On guard.
    c. Professional attitude.
    d. Firm and courteous.
7. Greetings.
8. Statement of violation.
    a. Action to be taken.
    b. Reasons of the violator.
9. Proper identification and necessary information.
10. Traffic stop as a check.
    a. Warrants.
    b. Wanted subject(s).
    c. Stolen property.
    d. Additional violations.
    e. Suspicious person(s).
11. Issuing citations.
    a. Return all identification.

12. Explain to violator what to do with citations.
13. Answer any questions.
14. Assist violator in returning to the traffic flow.

G. Levels of traffic enforcement action.

1. Physical arrest.
2. Citation.
3. Written warning.
4. Verbal warning.

H. Uniformity of enforcement.

1. Departmental policy.
2. Tolerance.
3. Human relations.

I. The citation.

1. Accurate information.
2. Neatness.
3. Print everything except signature.
4. A measure of the officer's work output.

J. Reasons for the violator's appearance in court.

1. Poor professional demeanor by officer.
2. Failed to understand violation.
3. Too many citations.
4. Beat the system.

K. Popular speed timing devices.

1. Speedometer.
2. Radar.
3. Vascar.

L. Summary.

1. The summary will be a review of the most important points presented, including the Training Objectives. All questions should be answered. A short quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor.

V. RESOURCE MATERIAL

Publications:

International Association of Chiefs of Police
TRAFFIC ENFORCEMENT. Training Key 96.
THE TRAFFIC VIOLATOR. Training Key 2.
TRAFFIC ENGINEERING AND THE POLICE. Training Key 63.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

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Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

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Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

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SPECIAL SUBJECTS

INSTRUCTOR GUIDELINES

I. TITLE: Human Relations - 8 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Define human relations.

B. Explain the process of socialization.

C. State examples of, and reasons for, differences in the perception of the police by various ethnic groups.

D. Explain social trends in the United States, emphasizing the results of urbanization.

E. Cite examples of behavior by police officers which are resented by the public, including the use of trigger words.

F. Describe the detrimental effects of bias and prejudice upon an individual's thinking and actions.

G. Explain methods of maintaining favorable human relations.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with an understanding of the basic principles of human behavior, means of modifying behavior, and the psychology of police-community relations. The status and problems of minority groups in society will also be discussed.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked through out the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

F. The use of role playing is encouraged in this unit. Roles should be assigned so as to contrast the trainees' character.

F 1.3

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Human relations defined:

1. Human relations is the inclusive term to indicate the interaction between the police department and the community.

2. Human relations is not a procedure or a set of rules but expressions of the heart and minds between individuals.

3. Human relations involves the understanding of human beings-the reasons behind human actions and how human behavior affects others.

4. Human relations has existed since the beginning of time when man first realized that living involved human interaction.

B. The need for human relations in law enforcement.

1. Effective law enforcement in a democracy is based upon cooperation of citizenry.

2. Contemporary challenges presented by civil rights movement with accompanying civil disobedience has highlighted the importance of human relations.

3. Sincere human relations may prevent civil disorders.

C. Process of socialization.

1. Development of attitudes.

    a. Attitudes are learned and not inherited.

    b. Effects of early environment on attitudes.

    c. Attitudes influence behavior.

2. Psychological importance and influence of group membership upon attitudes.

3. Attitudes toward police.

    a. Family perception of police affects perception of children.

    b. Police traditionally are perceived differently by different socio-economic groups.

        (1) Explain how each socio-economic group perceives the police community.

    c. Results of various attitudinal surveys of the public's perception of the police.

D. Human relations with minority groups.

1. Police are perceived negatively by majority of minority groups.

a. A result of earlier repression.

b. Result of current socio-economic status of minority groups-perception of police as representatives of an unfair system.

2. Current socio-economic trends of minority groups.

a. Urbanization of these groups.

(1) Migration from rural areas.

(2) Cultural and familial disorientation.

(3) Lack of personal acquaintance with police in urban areas.

b. Conditions of low socio-economic status.

(1) Difference in value systems.

(2) Low socio-economic conditions are sometimes obstacles to social improvement.

3. Minority group crime.

a. Higher rate among minority groups.

b. Reasons for higher rates.

(1) Disorganizing impact of low socio-economic status.

(2) Rapid social change.

(3) Historically, high crime rates have been experienced by minority groups.

4. Review civil rights legislation.

E. Prejudice.

1. Definition: pre-judgement, stereotyping.

2. Common types.

a. Religion.

b. Race.

c. Nationality.

3. Reasons.

a. Egotistic satisfaction.

b. Convenient grouping.

c. Provides scapegoats.

4. Results.
   a. Distorts point of view, closes the mind to facts.
   b. Denies victims of prejudice a fundamental right: The right to be judged according to individual merit.
5. Development of tolerance.

F. Establishing positive relations.
   1. Need for every police officer to make an extra effort.
   2. Programmed community relations.
      a. Rumor control efforts.
      b. School liaison programs.
      c. Neighborhood programs.
      d. Recreation programs.
      e. Citizen crime report programs.
      f. Press relations.

G. Police behavior which is detrimental to human relations.
   1. Police brutality.
      a. Physical.
      b. Verbal.
   2. Abuse of authority.
   3. Excessive but misguided zeal.
   4. Official law breaking.

H. Summary.
   1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE MATERIAL

Publications:

Brandstatter and Radelet. POLICE AND COMMUNITY RELATIONS: A SOURCE BOOK. Glencoe Publishers.

International Association of Chiefs of Police. POLICE AND THE CHANGING COMMUNITY.

Lohman, J. HUMAN RELATION AND THE POLICE. (Refer to Bibliography).

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

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Sound-On-Slide System:

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INSTRUCTOR GUIDELINES

I. TITLE: Police Courtesy and Ethics - 4 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Explain the Law Enforcement Code of Ethics, and the public trust placed in police officers.

B. Explain the fact that officers build or adversely affect the public attitude toward their department and general law enforcement by their every action.

C. Identify unfavorable public stereotypes of the police.

D. Explain the importance of maintaining composure in the most adverse situations.

E. Describe the wearing of the uniform and the importance of a good appearance.

F. Describe the importance of courtesy on a traffic stop.

G. Explain commonly encountered situations which present ethical questions, such as, gratuities, drinking, females, petty larceny, and the appropriate reactions to these situations.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with an understanding of the ethical standards expected of law enforcement officers, as well as public expectations regarding courteous and polite behavior. Stress should be given to the fact that higher standards are expected of police officers than those that apply to an average citizen.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

F 2.3

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Discuss the Law Enforcement Code of Ethics.

  1. The officer must realize his design is to produce social order.

  2. The position of police service in this republic must be realized by the officer, and that by its nature, it is difficult.

  3. The officer must adjust to the inevitable conflicts which arise.

  4. The officer should formulate a personal code of ethics and follow a professional code of ethics.

  5. The officer must have a realization of the impetus in the lives of men.

  6. The officer must face up to the challenges honestly and sincerely to become a better adjusted human being.

  7. By being better adjusted in the basic work of the police, he will be in the position of taking advantage of his opportunity to afford the leadership necessary to develop more harmonious relationships between various segments of the community.

B. The police officers' actions are a reflection on the department.

  1. Answering calls.

  2. Taking complaints.

  3. Telephone calls.

     a. Most common form of discourtesy.

  4. Your private life.

C. Unfavorable public stereotypes of the police.

  1. There has been a long tradition in the policing of the world to show the police, through literature, as being incompetent.

  2. In much of the literature the police are characterized as bumbling fools who need the assistance of a Sherlock Holmes or Mickey Spillane type to investigate and solve crimes.

  3. The idea of amateurs coming to the rescue of police inadequacy is a stereotyped form still with us and an image which will die hard.

4. The image is being jilted in modern day detective stories by showing the police to be effective and efficient. It appears that the only reason a private detective Mickey Spillane type has become involved is because of the sensitivity of the case with the client, who for some obvious and plausible reason does not want the police involved.

5. This traditional and stereotyped view is widespread and the image is still, unfortunately, being psychologically reinforced through some forms of the communications media.

6. When one police officer is corrupted, the image is reflected upon the whole police department and the police profession. The stereotyping image comes to the forefront.

7. Some unfavorable stereotypes of police practices.

    a. Corruption.

        (1) Denver.

        (2) Chicago.

        (3) Detroit.

        (4) Local incidents.

    b. Partiality.

    c. Discrimination.

    d. Police brutality.

    e. Lack of discipline and control.

    f. Covering up mistakes.

D. Maintain composure in all situations.

1. The characteristics of a good officer.

    a. Confidence.

    b. Self-sacrifice.

    c. Paternalism.

    d. Fairness.

    e. Initiative and decision.

    f. Dignity.

    g. Courtesy.

    h. Moral ascendency.

E. Importance of a good appearance.

  1. Uniform.
  2. Personal habits.
  3. Patrol car.
  4. Station.
    a. Generally.
    b. Report room.

F. Contacts with citizens, including traffic stops.

  1. Appearance.
  2. Attitude.
    a. Facial expression.
    b. Tone of voice.
    c. Gestures.
    d. Cheerful approach.
  3. Be positive in mind and manner.
  4. Sarcasm.
  5. Rude.
  6. Profane.
  7. Be professional.

G. Specific problems and appropriate reactions of commonly encountered situations.

  1. Gratuities.
    a. Definition: Something of value, intended to benefit the giver more than the receiver.
  2. Alcoholic beverages.
  3. Sexual promiscuity.
  4. Larceny.

H. Motives behind offerings.

  1. Avoiding punishment - present and future.
  2. Personal gain to the officer.

3. Extortion.
4. Blackmail.
5. Public scandal.

I. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be answered. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE AND HANDOUT MATERIAL

Handouts:

International Association of Chiefs of Police, Inc. Training Key #15. PROFESSIONAL POLICE ETHICS. Law Enforcement Code of Ethics.

Publications:

Dudycha, George J. PSYCHOLOGY FOR LAW ENFORCEMENT OFFICERS. Springfield, Illinois: Thomas, 1960.

Holcombe, Richard L. POLICE AND THE PUBLIC. Springfield, Illinois: Thomas. 1954.

Jamietes, John J. THE IMPACT OF UNETHICAL PRACTICES UPON LAW ENFORCEMENT. 1966.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Smith, Ralph Lee. THE TARNISHED BADGE. New York: Crowell, 1965.

Task Force Report: THE POLICE (Chapter 7) (U.S. Government).

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan Public Affairs Division, Department of State Police, 1971.

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Video-Tape Recordings:

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Michigan Law Enforcement Officers Training Council (Consult school coordinator for latest listings).

POLICE COURTESY AND ETHICS

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council.
(Consult school coordinator for latest listings).

F 3.1

INSTRUCTOR GUIDELINES

I. TITLE: Handling Abnormal Persons - 2 Hours.

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Identify common abnormal behavior patterns.

B. State the police responsibility relative to the handling of mentally ill persons.

C. Explain the proper police action for routine and emergency mental cases and the legal basis for such action.

D. Describe appropriate psychological techniques for dealing with abnormal persons.

E. Differentiate between characteristics common to epilepsy and those typical of other physiological and psychological disorders.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with the ability to recognize and deal effectively with behavior associated with mental illness. Emphasis is made on law enforcement's responsibilities for the handling and processing of abnormal persons with proper care.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

F 3.2

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Symptoms of mental illness.

1. Behavior changes.

a. Peculiar "ups" and "downs".

2. Loss of memory.

3. Reactions to false beliefs.

a. Paranoia.

b. Delusions.

c. Grandiose ideas.

d. Hallucinations.

B. Police officer's responsibilities.

1. Protect the following:

a. Himself.

b. Other officers who are unaware.

c. Relatives.

d. Innocent bystanders.

e. Property.

2. Refer the person to a medical authority.

C. Employment of proper police action.

1. Casual and calm approach.

2. Review and examine the situation.

a. Hazards.

b. Escape routes.

c. Surrounding features.

3. Talk with victim.

4. Assure sufficient assistance to handle situation.

5. Explain your moves and reasons.

D. Legal steps in detaining abnormal persons.

F 3.3

1. Grounds for:
    a. Threat to others.
    b. Threat to themselves.
    c. Threat to public safety.
    d. Voluntary admission.
    e. Court commitment.
2. Plan your steps.
    a. Can a detainer be obtained?
    b. Do laws of arrest apply?
        (1) Felony.
        (2) Misdemeanor.
    c. Are relatives available?

E. Appropriate psychological techniques.
1. Take your time.
2. Avoid excitement.
3. Choose terminology carefully.
4. Avoid threats and argumentative attacks.
5. Establish rapport.
6. Use firm direct orders when applicable.
7. Be prepared for the unexpected.

F. Differentiate between behavior common to epilepsy and psychological disorders.
1. Epileptic.
    a. Convulsion of varying degrees.
    b. Possession of medication.
    c. Comatose.
    d. Medic-Alert tag (wrist or neck).
    e. Not hostile.

2. Psychological disorders.

    a. Varying degrees of disorder.

        (1) Neurosis.

        (2) Psychotic.

    b. Convulsion and comatose are not characteristic.

    c. Presence of a psychopathic personality.

G. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be answered. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE MATERIAL

Publications:

International Association of Chiefs of Police
MENTAL ILLNESS. Training Key 32.
SEVERE MENTAL ILLNESSES. Training Key 59.

Matthews, Robert A., M.D. and Loyd W. Rowland, Ph.D. HOW TO RECOGNIZE AND HANDLE ABNORMAL PEOPLE. The National Association for Mental Health, Inc., 10 Columbus Circle, New York, New York, 1960, 72 pp.

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Sound-On-Slide System:

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F 4.1

INSTRUCTOR GUIDELINES

I. TITLE: State and Regional Social Services - 2 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Explain the limitations of the police in handling special social problems.

B. Identify the functions of the various social agencies commonly encountered in a community.

C. Explain the importance of proper referral from the aspect of prevention of more serious problems.

D. Cite examples of common social problems encountered, and the proper referral of these problems.

III. SUGGESTED TEACHING ACTIVITIES

A. The intent of this instruction is to provide the trainee an awareness of the available social agencies in a community. Appropriate utilization of these agencies through referral should also be explained.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Discussion of limitations of an officer in dealing with social problems.

  1. Time limitations.

  2. Primary function is law enforcement.

B. Discussion of agencies which may be helpful to the police officer.

  1. Department of Mental Health.

    a. Functions:

      (1) Aftercare (state hospitals, retardation, epilepsy or mentally ill).

      (2) Diagnosis and treatment of children and adults.

      (3) Out-patient and in-patient facilities; child guidance.

      (4) Alcoholism and narcotic addiction treatment.

    b. Examples.

      (1) Indecent exposure.

      (2) Suicide attempts.

  2. Salvation army.

    a. Function.

      (1) Aid to homeless, transient men, women and families by providing food, clothing and shelter.

      (2) Rehabilitation of alcoholics.

      (3) Aid to unwed mothers.

  3. Red Cross.

    a. Aid for service men.

    b. Transportation services.

  4. Michigan Children's Aid Society.

    a. Function, unwed mothers - adoption and foster care.

      (1) Girl rejects her home or is rejected by her parents for being pregnant.

  5. State Department of Social Services.

    a. Function, financial and categorical assistance.

        (1) Aid to Dependent Children, Old Age Assistance, Aid to the Blind, and Aid to the Disabled.

        (2) Child welfare services.

            (a) Aftercare, child neglect, day care, foster care, and supervision of neglects referred by court.

    6. Family counseling.

        a. Function, counseling for marital, adolescent and family problems.

    7. Alcoholics Anonymous.

        a. Counseling alcoholics. Membership requires a sincere desire to stop drinking.

    8. Municipal agencies.

        a. Department of Health.

        b. Department of Public Welfare.

            (1) Receives application for public assistance.

        c. Housing authority.

            (1) Low-rent public housing.

C. Discuss the importance of proper referral from a prevention standpoint.

D. Examples of social problems encountered by police officers.

E. Summary.

    1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE MATERIAL

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EXTERNAL RELATIONS

INSTRUCTOR GUIDELINES

I. TITLE: Jurisdiction of Federal Law Enforcement Agencies - 2 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. Identify the various federal law enforcement agencies.

B. Cite common federal law violations and the federal law enforcement agency responsible for their investigation.

C. Explain the necessity for cooperation among local and federal law enforcement agencies.

III. SUGGESTED TEACHING ACTIVITIES

A. The prime intent of this topic is to provide the trainee with information on federal law enforcement agencies and their jurisdiction, and the importance of good cooperation among the various law enforcement agencies.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class disucssion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

- A. The Department of Justice.
  - 1. Federal Bureau of Investigation.
    - a. Beginning and growth.
    - b. Major law violations frequently investigated by the F.B.I.
      - (1) Bank robbery.
      - (2) Civil rights violations.
      - (3) Crimes on Indian and government reservations.
      - (4) Desertion from the armed forces.
      - (5) Internal security.
      - (6) Interstate transportation of stolen vehicles.
      - (7) Interstate racketeering.
      - (8) Kidnapping.
      - (9) Air piracy.
      - (10) Unlawful flight to avoid prosecution.
  - 2. Bureau of Narcotics and Dangerous Drugs.
    - a. History; established in the Department of Justice in 1968.
    - b. Responsibilities.
      - (1) Describe control of Narcotics and Dangerous Drugs on:
        - (a) Local.
        - (b) State.
        - (c) National.
        - (d) Foreign.
- B. The Department of Treasury.
  - 1. Internal Revenue Service.
    - a. History; established in 1862.
    - b. Responsibilities.
      - (1) Collection of taxes.
      - (2) Enforcement of tax law.

        - (3) Social security system.
      - c. Alcohol, tobacco and firearms division.
        - (1) Responsibilities.
    - 2. Bureau of Customs.
      - a. History; established in 1927.
      - b. Responsibilities.
        - (1) Collect duties and taxes on imports.
        - (2) Control imports and exports.
        - (3) Combat smuggling.
    - 3. Secret Service.
      - a. History.
      - b. Responsibilities.
        - (1) Primarily responsible for the protection of the president and vice president and their families.
        - (2) Counterfeiting of U.S. currency.
- C. Post Office Department.
  - 1. History; established 1775.
  - 2. Bureau of the Chief Postal Inspector (law enforcement).
    - a. Responsibilities.
      - (1) Audits.
      - (2) Investigates violation of postal laws.
      - (3) Investigates loss and destruction of mail.
      - (4) Mail frauds.
      - (5) Apprehends postal offenders.
- D. The necessity of cooperation among law enforcement agencies.
  - 1. Pooling of manpower.
  - 2. Planning crime prevention efforts.
  - 3. Laboratory services.
  - 4. Records.

5. Criminal intelligence efforts.

E. Summary.

1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE MATERIAL

Publications:

Federal Bureau of Investigation. COOPERATION. F.B.I. Brochure.

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Superintendent of Documents. UNITED STATES GOVERNMENT ORGANIZATION MANUAL. United States Government Printing Office.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road. Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

INSTRUCTOR GUIDELINES

I. TITLE: Michigan Corrections, Parole and Probation System - 3 Hours

II. OBJECTIVES: When the trainee completes this lesson, he will be able to:

A. State the functions performed by Corrections, Parole and Probation and how each relates to the other.

B. Describe the corrections system.

C. State the functions of the parole and probation officer.

D. State several rules normally applicable to the parolee and probationer.

E. Explain the normal procedures to be followed by the officer when a parole or probation violator is apprehended.

III. SUGGESTED TEACHING ACTIVITIES

A. This section will acquaint the trainee with the Michigan Corrections, Parole and Probation System. Instruction will include discussion of the functions performed by each division and their relationships to each other. Describe the functions of the parole and probation officer, and the general rules applicable to the parolee and probationer, as well as the officer's role when violations occur.

B. The SUGGESTED OUTLINE OF MAIN POINTS which follows is not intended to replace the initiative, imagination and creativity of the instructor. They include only minimum instructional requirements, which in all instances should be magnified and expanded upon by the instructor. However, the OBJECTIVES listed above MUST be met. A major deviation from the outline and/or objectives must be cleared with the school coordinator first to avoid fruitless duplication and redundancy of subject matter taught in another unit.

C. Refer to the M.L.E.O.T.C. Instructor Guidelines Basic Training Manual Appendix for a sample lesson outline which may aid you in developing a personalized lesson presentation.

D. It is strongly recommended that numerous questions be asked throughout the lesson to obtain feedback on the students' grasp of the concepts and generate class discussion and participation.

E. OBJECTIVES are statements of the desired outcome of the instructional unit. All instructional aids such as slides, charts, etc., should be selected to fit the OBJECTIVES of the course, and be presented in such a manner as to assure the maximum value to the students' learning experience by heightening interest and attention, broadening understanding, and increasing retention.

IV. SUGGESTED OUTLINE OF MAIN POINTS

A. Organization of the correctional system.

   1. Organization and functions of the Michigan Department of Corrections.

   2. District and circuit court responsibilities.

B. Correctional institutions.

   1. Classification procedures and the resulting differences in inmate populations of the major institutions.

   2. Characteristics and descriptions of the major institutions.

      a. State Prison of Southern Michigan.

      b. Marquette Prison.

      c. Ionia Reformatory.

      d. Michigan Training Unit.

      e. The Detroit House of Correction.

      f. Trustee Units.

C. Institutional programs.

   1. Types of programs.

      a. Opportunities provided for education.

      b. Opportunities provided for employment.

      c. Recreational activities.

      d. Counseling and guidance efforts.

      e. Trustee assignments.

   2. Characteristics of the daily routine of institutional life.

   3. Number of participants in institutional programs (percentages).

   4. Purposes of the various programs, i.e., what the Department of Corrections hopes to accomplish during the institutional stay of an inmate.

D. Rehabilitative success.

   1. Average length of institutional confinement.

   2. Recidivism rates, emphasizing what can reasonably be expected of any correctional system.

3. Recent trends in institutional treatment.
    a. Liberalized visiting policies.
    b. Work-release programs.

E. Probation and parole.
    1. Differences between the two terms.
    2. Differences between state and local responsibilities.
    3. Function of the State Parole Board.
        a. Organization of the Board.
        b. Typical conditions of eligibility for parole.
    4. Rules normally applicable to the probationer and parolee.
        a. Travel restrictions.
        b. Employment requirements.
        c. Reporting requirements.
    5. Probation and parole officers.
        a. Responsibilities and problems.
        b. Numbers and locations of these officers.
        c. Case loads.
        d. Amount of contact possible with assigned cases.

F. Procedures to be followed if a probation or parole violator is apprehended.
    1. Notifications.
    2. Results of violations.
    3. Relevant court decisions.

G. Summary.
    1. The summary will be a review of the important points presented, including the Training Objectives. All questions should be resolved. A quiz will serve as an evaluation of both the trainees' understanding and the teaching ability of the instructor. Refer to the M.L.E.O.T.C. Instructor Guidelines Training Manual, Examination Section, for testing procedures.

V. RESOURCE MATERIAL

Publications:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Book Bibliography.

Film Catalogs:

Carpenter, Glenn B. LAW ENFORCEMENT TRAINING MATERIALS DIRECTORY. Glenndale, Maryland. Capitol Press, 1969.

Department of State Police. FILM CATALOG. East Lansing, Michigan. Public Affairs Division, Department of State Police, 1971.

International Association of Chiefs of Police, Inc. POLICE FILM CATALOG. Eleven Firstfield Road, Gaithersburg, Maryland.

Michigan State University, University of Michigan. EDUCATIONAL FILMS. Audio-Visual Education Center, The University of Michigan, 416 Fourth Street, Ann Arbor, Michigan, 48103, or Instructional Media Center, Michigan State University, East Lansing, Michigan, 48823.

Video-Tape Recordings:

Michigan Law Enforcement Officers Training Council. INSTRUCTOR GUIDELINES BASIC TRAINING MANUAL. Refer to Appendix C.

Michigan Law Enforcement Officers Training Council. (Consult school coordinator for latest listings).

Sound-On-Slide System:

Michigan Law Enforcement Officers Training Council (Consult school coordinator for latest listings).

APPENDIX

APPENDIX A

Before an instructor steps into a classroom to teach, he must make extensive preparation. The old adage "He who fails to prepare, prepares to fail" has never been more apt than in teaching. One phase of preparation is the development of a lesson plan.

A lesson plan is a tool which guides the instructor through all phases of the lesson. It is tailored to a specific teaching method using selected training aids and is normally developed by an instructor for his personal use.

The "personalized" lesson plans that appear on the following pages are intended to serve as a guide to the instructor to aid in the development of his own lesson plan.

Appendix A is an example of a lesson plan which is designed to teach a knowledge type subject matter. Appendix B is an example of a lesson plan designed to teach a skill, demonstrative or "how to do a task" type subject matter.

APPENDIX A

H 1.2

LESSON PLAN*

I. TITLE: The Behavior of Crowds and Mobs

II. OBJECTIVE: When the student completes this lesson he will be able to:

- A. Describe man as a social creature.
- B. Define and describe crowds in terms of their characteristics and various types.
- C. Describe the transition phases within crowds; within mobs; and crowds to mobs.
- D. Determine crowd control measures.
- E. Define and describe mobs in terms of their characteristics and various types.
- F. Evaluate the psychological factors influencing mob activities in individuals and select the appropriate countermeasures.

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*Lesson Plan prepared by: Michigan State Police and Department of Public Safety, Michigan State University.

H 1.3

III. MATERIALS

A. Publications

1. Test: None

2. Reference:

a. "Civil Disorder Control" - Michigan State Police Manual

B. Training Aids

1. Learning Objectives/Note Outline

2. Transparencies:

a. CMC-1 Crowd Definition

b. CMC-2 Crowd Characteristics

c. CMC-3 Types of Crowds

d. CMC-4 Mob Definitions

e. CMC-5 Mob Categories

f. CMC-6 Mob Psychological Factors

3. Test handouts

4. Training films

a. "Some to Demonstrate-Some to Destroy". Film Library, Michigan State Police.

b. "WXYZ-TV: Detroit Riots", Film Library Michigan State Police

C. Training Equipment

1. Chalkboard, chalk and eraser.

2. Pointer

3. 35mm movie projector and screen

4. Overhead projector and screen

H 1.4

IV. INTRODUCTION

C/B A. Greet class, state and display name

C/B B. State and display title of lesson

C. Establish interest

1. All of you will probably encounter various types of crowds and/or mobs in your career.

2. An officer can better handle these situations if he can recognize the behavior and can employ appropriate, proven control measures.

*3. Personal experiences

D. Value of lesson

1. You will learn the various characteristics and probable actions of mobs and crowds.

2. You will become familiar with the proper control measures you will undoubtedly employ.

E. Establish learning objectives

NOTE: Pass out objectives and explain and clarify.

NOTE: Stress good notes.

NOTE: Ask questions if do not understand or you get confused.

* Each instructor to fill in his own personal experiences.

H 1.5

V. PRESENTATION

C/B A. Man is a social creature

C/B 1. Man seeks out groups

- a. He lives in a family group
- b. He joins various clubs, lodges and teams
- c. He usually belongs to some type of work organization

C/B 2. Man usually maintains his individuality.

- a. He maintains a very separate identity
- b. He maintains an individual freedom of movement

C/B 3. Man is ruled by logic, reason and awareness.

- a. He tends to strive to remain himself
- b. He will allow himself to give up some individuality and control in a crowd
- c. He may lose most of his identity in a mob.
  1. He may yield to the mind of the mob.
  2. STRESS: He becomes a part of the mob and loses his individuality.
  3. Social control, logic, reason and even awareness is lost.

NOTE: Clear C/B

Ask: Any questions over what has been covered?

C/B B. Crowds

Ask: What is a crowd?

TRANS: (CMC-1) 1. Definition: A crowd is a large number of persons, temporarily congregated.

- a. Members of a crowd think and act as individuals, without organization.

NOTE: Clear Trans.

TRANS: (CMC-2) 2. General characteristics of crowds

H 1.6

a. A crowd wants to grow and attract reinforcements

b. There is equality within a crowd

  1. Status, race and prestige merge

  2. This equality is not questioned by the crowd

c. A crowd loves density

  1. Interior spaces are avoided

  2. Nothing is allowed to divide the crowd

d. A crowd needs a direction

  1. It moves toward a goal

  2. This movement increases the feeling of equality

STRESS: 3. The crowd will last until its goal is attained

NOTE: Clear Trans.

TRANS: (CMC-3) 3. Types of Crowds

a. Casual crowd

  1. This is the simplest grouping of people

  2. A casual crowd has no focus, unity of organization

Ask: What are some examples of this type of crowd?

Example: A store full of people, an elevator full of people or a bus full of people.

  3. In a casual crowd, people remain individuals

    a. Its members want no touching

    b. There is very little or no talking

  4. There is no common interest or purpose

    a. There are no leaders

    b. Just people who happen to be present at a given place

b. Cohesive crowd

1. A cohesive crowd is a group assembled for a specific purpose

Ask: What are some examples of this type of crowd?

Example: An audience at a play or a concert, fans at a sports arena, a picnic, people watching a fire or automobile accident

2. In a cohesive crowd, individuality is maintained

   a. There is little or no touching

   b. There is very little talking

3. A cohesive crowd may have intense internal discipline

   a. A concert crowd

      1. Sit quiet, to talking

      2. Stay until the concert is finished

      3. Applaud at the appropriate times

   b. A play audience

      1. They may laugh or cry

      2. No talking or moving around is allowed

c. Expressive crowd

1. An expressive crowd is held together by a common purpose

STRESS: 2. The purpose leads to a unified expression of sentiment

   a. The members are for or against someone or something

   b. Members of an expressive crowd display similar likes, dislikes, loyalties, desires and intentions

Ask: What are some examples of this type of crowd?

Example: Political rally, picket lines or religious revivals

3. Identity begins to be lost in an expressive crowd
    a. Equality is accepted
    b. There is touching without resentment
    c. Conversation is common

d. Aggressive crowd
    1. An aggressive crowd will have very strong feelings.

Ask: What are some examples of this type of crowd?

Example: A militant group at a police station protesting the arrest of one of their members

2. There is a definite unity of purpose

STRESS: 3. Members of an aggressive crowd are willing to be led into lawlessness or destructiveness

4. They may be impulsive, highly emotional or destructive

5. An aggressive crowd may be composed of a few leaders, some active members and many spectators.

STRESS: 6. Identity is almost completely lost in an aggressive crowd
    a. They will crowd closely together
    b. They act and are equal in all respects

7. If not controlled, they may quickly become a mob

NOTE: Remove Trans.

4. Transitions of crowds from one type to another
    a. Groups may become the various types of crowds in reactions to outside stimuli
    b. Illustrative example
        1. A casual crowd is waiting for a bus in front of a tavern

2. A police car pulls up, the officers jump out and enter the tavern. The crowd now becomes a cohesive crowd because it has a common focus of attention

3. The police bring out two men who are still trying to fight. As the police restrain the two the crowd becomes an expressive crowd as they jeer at the police for making the arrest

4. If one of the persons arrested was a local hero, the crowd may become an aggressive crowd by making some threatening but legal overt action to release the prisoner, such as demonstrating at the police station

NOTE: Clear C/B

Ask: Are there any questions on what we have covered?

C/B C. Control of crowds

C/B 1. The casual crowd, lacking purpose, can be controlled with ordinary traffic control methods

- a. Posted signs or directions
- b. Channeled routes of movement

C/B 2. The cohesive crowd should be policed as a matter of course

- a. Ushers, teachers, student leaders
- b. Police officers
    1. Prevent disorders
    2. Deal with disturbances
    3. They must not provoke disturbances

Ask: How should the expressive crowd be controlled?

3. The expressive crowd may best be allowed to abate itself through its expression

STRESS: a. It must not be mistaken for an aggressive crowd

1. Hippies singing in the streets
2. World series celebrations

b. The law-breaking, non-violent demonstrator

        1. They want to be arrested and force a confrontation.
        2. Passive enforcement with minor public inconvenience may be best

    4. The aggressive crowd must be controlled from the outset

C/B

      a. Maintain close surveillance
      b. Unchallenged lawlessness could result in increased violence
        1. Unchallenged lawlessness creates a rising sense of unity.
        2. It could also give courage and direction to the crowd
      c. Any movement toward the definite objective turns the aggressive crowd into a mob

NOTE: Clear C/B

Ask: Any questions on what we have just covered?

C/B

D. Mobs

TRANS:
(CMC-4)

  1. Definitions of mobs
    a. A mob may be defined as a crowd whose members, under the stimulus of intense excitement or agitation, lose their sense of reason and respect for law and follow leaders in lawless acts
    b. Another definition is: A mob is a congregate group of individuals who feel strongly that certain of their values are threatened and whose attitudes direct their overt behavior toward a common goal

NOTE: Remove Trans.

TRANS:
(CMC-5)

  2. Characteristics of mobs
    a. Aggressive mob
      1 The aggressive mob attacks, riots and terrorizes

Ask: What are some examples of this type of mob?

      a. Race riots
      b. Political riots

c. Prison breaks

STRESS:

2. The objectives of the violence may be a person or persons, property, or both

b. Escape mob

1. An escape mob is in a state of panic

   a. Members may lose their power of reasoning

Ask: What overpowering desire may rule the individual?

   b. May single mindedly attempt to save his own life at whatever cost to others

2. It is an overpowering, unreasonable terror with or without cause

3. It is generally impossible to control

   Example: The Iroguois Theater Panic. After someone yelled "Fire" the crowd surged toward the exits. Although there were thirty doors, most were not used. Fire escapes were jammed and people jumped to their deaths. At turns in the stairways bodies were piled eight deep. Bodies stripped of clothing and with flesh torn away were found. The panic lasted eight minutes. The toll was over 600

c. Acquisitive mob

1. The acquisitive mob is motivated by a desire to acquire something

   a. Food riots

   b. Looting

2. Sometimes riots caused by other factors turn into wild looting sprees

d. Expressive mob

1. Probably the least dangerous type of mob however sometimes very difficult to control

2. Provides a release of pent-up emotions in highly emotionally charged situations

   a. Wild parties

H 1.12

b. Orgies

c. Religious revivals

Ask: What danger do you see in this type of mob?

3. Such expressive behavior may easily be converted into one of the other types of mobs

    a. A demagogue may whip a crowd into an expressive frenzy

    b. A professional agitator may capitalize upon this expressive behavior by instigating aggressive action

3. Transformation from a crowd into a mob

    a. A crowd develops into a mob when all or most members of the crowd:

        1. Have been instilled with a purpose and

        2. With an intent to carry out their purpose even though the means used are:

            a. Illegal or unlawful

            b. The consequences invade or jeopardize the lives or property of others

STRESS: b. It is the behavior of the individual that, in the final analysis, is important. If charges must be preferred growing out of mob violence, it is the individual persons who are charged, not groups

NOTE: Remove Trans.

NOTE: Clear C/B

Ask: Are there any questions over what has been covered?

C/B E. Psychological factors influencing mob activities in individuals

1. Anonymity

TRANS: (CMC-6) a. An individual tends to lose self-conciousness because his identity may be lost in the mob

1. He feels he will not be blamed for what he does

        2. He feels that what he is doing is only a small thing compared to what the whole mob is doing

    b. Countermeasure

        1. Use of dye in water

        2. Take pictures, either still or moving

        3. Assistance of a local person to identify individuals

2. Numbers

    a. There is strength in numbers

STRESS

    b. The feeling created by large numbers of people will often create feelings of irresponsibility and righteousness (a dangerous combination)

Ask: How can we counteract this factor?

    c. Countermeasures

        1. Roadblocks and checkpoints to keep people out of the area

        2. Riot control agents or formations to disperse the mob into at least smaller groups

3. Contagion

    a. The power and influence of a mob is contagious

        1. Others will become emotionally stimulated even though they did not share the original experience

        2. Ideas of mob leaders sweep to innocent bystanders who are, in turn, caught in the wave of mob action

    b. Countermeasures

        1. Apprehending leaders and agitators

        2. Use of roadblocks to keep disinterested persons out of the area

        3. Rapid dispersal of the mob

4. Imitation

Ask: What do we mean by imitation?

- a. People have a tendency to do what others are doing
    - 1. It is difficult to be different
    - 2. Only strong willed persons will not conform

STRESS:

- b. Countermeasures
    - 1. Apprehending leaders and agitators
    - 2. Dispersing the mob

5. Novelty

- a. An individual may welcome the new and strange circumstances to which he is a part

Ask: What is the individual reacting to in this instance?

- b. Subconsciously, the individual may welcome the break from his daily routine and react enthusiastically.
- c. Countermeasures
    - 1. Novelty may be countered by using roadblocks to prevent the uncertain from joining the mob

6. Release from repressed emotions

- a. Prejudices and unsatisfied desires, normally held in restraint, are released in a mob.
    - 1. The temporary release is a powerful incentive to participate in mob action
    - 2. The individual has an opportunity to do things he has always wanted to do but has not dared
- b. Countermeasures
    - 1. Insure that persons are kept informed as to the cause of the disturbance
    - 2. Give them the facts as they really exist

7. Suggestion

    a. Members of a mob react by impulse and quickly and willingly accept ideas of a dominant member

        1. This power of suggestion is used effectively by leaders

        2. The spread of ideas is accepted without realization or rational thought or objections

    b. Countermeasures

Ask: How may we counteract the power of suggestion?

        1. Suggesting different courses of action to the mob using public address systems

        2. Apprehending leaders and agitators

NOTE: Remove Trans.

NOTE: Clear C/B

Ask: Are there any questions over what we have covered?

H 1.16

VI. SUMMARY

A. Man is a social creature

Ask: What do we mean when we say that man is gregarious?

1. Man seeks out groups
2. Man maintains his individuality

Ask: What is man ruled by?

3. Man is ruled by logic, reason and awareness
    a. He tends to remain himself

Ask: What does he tend to do in crowds?

    b. He may give some of his individuality

Ask: What may happen to man in a mob situation?

    c. He may lose most of his identity in a mob

Ask: Any question on what we have covered to this point?

B. Crowds

TRANS: (CMC-1)

1. Definition of crowds

NOTE: Remove Trans.

TRANS. (CMC-2)

2. Characteristics of crowds
    a. Grow and attract reinforcements
    b. Equality
    c. Density
    d. Direction

NOTE: Remove Trans.

TRANS: (CMC-3)

3. Types of crowds
    a. Casual crowd

Ask: What are some examples of this crowd?

    b. Cohesive crowd

H 1.17

Ask: What are some examples of this type of crowd?

c. Expressive crowd

Ask: What are some examples of this crowd?

d. Aggressive crowd

Ask: What are some examples of this type of crowd?

NOTE: Remove Trans.

4. Transition of crowds from one type to another

   a. Groups may become the various types of crowds in reaction to outside stimuli

Ask: Are there any questions on what we have covered?

C. Control of Crowds

1. The casual crowd

Ask: How do we control this crowd?

   a. Posted directions

   b. Channeled routes

2. The cohesive crowd

   a. Ushers, teachers, student leaders

   b. Police officers

3. The expressive crowd

   a. Must not be mistaken for an aggressive crowd

Ask: How do we control this crowd?

   b. Abate itself through expression

4. The aggressive crowd

Ask: What immediate concern do we have?

   a. Must be controlled from the outset

   b. Maintain close surveillance

   c. Avoid movement towards an objective

Ask: Any questions on what we have covered?

D. Mobs

TRANS: (CMC-4)

1. Definitions of mobs

NOTE: Remove Trans.

TRANS: (CMC-5)

2. Characteristics of mobs

a. Aggressive mob

Ask: What are some examples of this type of mob?

b. Escape mob

Ask: What overpowering desire may rule an individual in this situation?

1. Save his own life

c. Acquisitive mob

Ask: What is the motivated desire in this mob?

1. Acquire something - looting

d. Expressive mob

Ask: Is this mob difficult to control?

1. Many times extremely difficult to control although least dangerous

3. Transformation from a crowd to a mob

a. Develops into mob when

1. Instilled with a purpose

2. Intent to carry out their purpose

Ask: What is the overriding consideration for the police officer?

b. Behavior of the individual is important due to necessity to prefer charges against individuals not groups

NOTE: Remove Trans.

Ask: Any questions on what we have covered to this point?

H 1.19

E. Psychological factors influencing mob activities in individuals.

TRANS: (CMC-6)

1. Anonymity
   a. Loses identity in group

Ask: What countermeasures may be employed?

   b. Countermeasures
      1. Dye
      2. Pictures
      3. Identify openly

2. Numbers
   a. Strength in numbers

Ask: What countermeasures may be employed?

   b. Countermeasures
      1. Roadblocks
      2. Chemical munitions

3. Contagion
   a. Emotionally stimulated by mob

Ask: What countermeasures may be employed?

   b. Countermeausres
      1. Apprehend leaders
      2. Roadblocks
      3. Dispersal

4. Imitation
   a. Tendency to do what others are doing

Ask: What countermeasures may be employed?

   b. Countermeasures
      1. Apprehend leaders
      2. Dispersal

5. Novelty
    a. Welcome new and strange circumstances
    b. Break from routine

Ask: What countermeasures may we employ?

    c. Countermeasures
        1. Roadblocks

6. Release from repressed emotions
    a. Release of prejudices and restraints

Ask: What countermeasures may we employ?

    b. Countermeasures
        1. Accurate information

7. Suggestion
    a. Accept ideas of dominant member

Ask: What countermeasures may we employ?

    b. Countermeasures
        1. Apprehend leaders
        2. Suggest alternative actions

NOTE: Remove Trans.

Ask: Are there any questions on what we have covered today?

APPENDIX A

H 1.21

VII. APPLICATION

A. Informal Test

1. Directions for administering
    - a. When you are told to do, write your name and rank in upper right hand corner of paper.
    - b. Follow the directions as written on the test paper and record all answers directly on the test paper.
    - c. Will allow 4 minutes for the test.

Ask: Are there any questions concerning the test directions?

- d. Pass out test papers face down
- e. Inform students to turn paper over, put name in upper right hand corner and begin test.

2. Test items (attached)
3. Directions for scoring
    - a. Have students exchange papers for grading
    - b. Read the correct responses
    - c. Have students grade papers
        1. 10 points each correct answer
        2. Enter grade at top of paper
    - d. Return papers to original owner
    - e. Grade of 70 is passing
    - f. Critique and clear up misunderstandings
    - g. Collect test papers

APPENDIX A

H 1.22

INFORMAL TEST

NAME:______________________________ RANK:__________________

DIRECTIONS FOR TEST ITEMS 1 THROUGH 10

Circle the correct answer

1. T F It is of very little importance that the members of a crowd or mob are individuals because they tend to lose their identity in the crowd or mob and arrests and prosecution usually involves mass arrests with group prosecutions.

2. T F The most accepted method of controlling a casual crowd is to arrest the leaders.

3. T F You may find some very intense internal discipline in a cohesive crowd which allows no talking and no moving around.

4. A crowd composed of militants, possessing very strong feelings with a definite unity of purpose and willing to be led into lawless acts would be which type of crowd?

   A. Casual crowd
   B. Aggressive crowd
   C. Expressive crowd
   D. Cohesive crowd

5. One type of crowd which might better be allowed to abate itself and in which passive enforcement of laws with minor public inconvenience might be the proper control method, is which of the following:

   A. Casual crowd
   B. Aggressive crowd
   C. Expressive crowd
   D. Cohesive crowd

6. Which type of mob can be said to be generally impossible to control?

   A. Aggressive mob
   B. Escape mob
   C. Acquisitive mob
   D. Expressive mob

7. T F All mob behavior is essentially emotional and without reason.

8. A mob whose main activity seems to be wild and uncontrolled looting can be classified as which type of mob?

   A. Aggressive mob
   B. Escape mob
   C. Acquisitive mob
   D. Expressive mob

H 1.23

9. The important psychological factor of anonymity can be countered by which of the following:

   A. Taking pictures, either still or moving
   B. Using local persons to help identify individuals
   C. Marking dyes in water sprayed on the crowd
   D. All of the above

10. Psychological factor of contagion can be countered by which of the following:

   A. Extensive use of tear gas
   B. Use of powerful bullhorns
   C. Barricades to prevent normally disinterested persons out
   D. Using marking dyes in water sprayed on the crowd

APPENDIX A

H 1.24

LEARNING OBJECTIVES/NOTE OUTLINE

INSTRUCTOR:____

TITLE: The Behavior and Control of Crowds and Mobs

I. OBJECTIVE: When the student completes this lesson he will be able to:

- A. Evaluate man as a social creature
- B. Define and describe crowds in terms of their characteristics and various types
- C. Describe the transition phases within crowds; within mobs; and crowds to mobs
- D. Determine crowd control measures
- E. Define and describe mobs in terms of their characteristics and various types
- F. Evaluate the psychological factors influencing mob activities in individuals and select the appropriate countermeasures.

II. CLASS NOTES:

- A. Man is a social creature
  - 1. Man seeks out groups
  - 2. Man usually maintains his individuality
  - 3. Man is ruled by logic, reason and awareness
- B. Crowds
  - 1. Definition

  - 2. General characteristics of crowds
    - a. Grow and attract reinforcements
    - b. Equality
    - c. Density
    - d. Needs a direction

3. Types of crowds
    a. Casual crowd
        1. Simplest grouping of people
        2. No focus, unity or organization

Example:

        3. People remain individuals
        4. No common interest or purpose

    b. Cohesive crowd
        1. Assembled for a specific purpose

Example:

        2. Individuality is maintained
        3. May have intense internal discipline

    c. Expressive crowd
        1. Held together by a common purpose
        2. Unified expression of sentiment

Example:

        3. Identity begins to be lost

    d. Aggressive crowd
        1. Very strong feeling

Example:

        2. Definite unity of purpose
        3. Willing to be led into lawlessness or destructiveness
        4. May be impulsive, highly emotional or destructive
        5. Composition
        6. Identity is almost completely lost
        7. May quickly become a mob

4. Transitions of crowds from one type to another
    a. Groups may become various types of crowds in relation to outside stimuli

C. Control of crowds

1. Casual crowd is controlled by ordinary traffic methods

2. Cohesive crowd should be policed as a matter of course

3. The expressive crowd ________________________________
____

a. Must not be mistaken for an aggressive crowd

b. The law-breaking, non-violent demonstrator

4. The aggressive crowd must be controlled at the outset

a. Maintain surveillance

b. Unchallenged lawlessness could result in increased violence

c. Any movement toward a definite objective turns an aggressive crowd into a mob

D. Mobs

1. Definitions

a.

b.

2. Characteristics of mobs

a. Aggressive mob

1. Attacks, riots and terrorizes

2. The objects of the violence may be a person, property or both

b. Escape mob

1. An escape mob is in a state of panic

2. Unreasonable terror

3. Generally impossible to control

c. Acquisitive mob

1. Motivated by desire to acquire something

        2. Riots caused by other factors may turn into looting sprees

    d. Expressive mob

        1. Least dangerous most difficult to control

        2. Provides a release of pent-up emotions in highly charged situations

        3. May be easily converted into one of the other types of mobs

3. Transformation from a crowd to a mob

    a. A crowd develops into a mob when all or most members of the crowd:

        1. Have been instilled with a purpose

AND

        2. With an intent to carry out their purpose even though the means used are:

            a. Illegal and unlawful

            b. The consequences invade or jeopardize the lives or property of others

    b. It is the behavior of the individual that, in the final analysis is important. If charges must be preferred growing out of mob violence, it is the individual persons who are charged, not the group.

E. Psychological factors influencing mob activities in individuals

1. Anonymity

    a. An individual tends to lose self-conciousness because his identity may be lost in the mob

        1. Will not be blamed for his actions

        2. His actions small compared to the actions of the mob as a whole

    b. Countermeasures

2. Numbers

    a. Strength in numbers

    b. Create feelings of irresponsibility and righteousness (a dangerous combination)

c. Countermeasures

3. Contagion
    a. The power and influence of a mob is contagious
        1. Others emotionally stimulated
        2. Ideas are transmitted to bystanders
    b. Countermeasures

4. Imitation
    a. Tendency to do what others are doing
        1. Difficult to be different
        2. Only the strong willed will not conform
    b. Countermeasures

5. Novelty
    a. Welcome new and strange circumstances
    b. Welcome a break from his deily routine
    c. Countermeasures

6. Release from repressed emotions
    a. Release of prejudices and desires
    b. Countermeasures

7. Suggestion
    a. Members of a mob react by impulse and accept ideas of dominant member
        1. Power of suggestion is used effectively by leaders

H 1.29

2. Spread of ideas is accepted without realization or rational thought or objections

b. Countermeasures

APPENDIX A

H 1.30

Transparency

CMC-1

CROWD

A CROWD IS A LARGE NUMBER OF PERSONS
TEMPORARILY CONGREGATED

H 1.31

Transparency

CMC-2

CROWD CHARACTERISTICS

1. Grow and attract reinforcements
2. Equality
3. Density
4. Direction

APPENDIX A

Transparency H 1.32

CMC-3

TYPES OF CROWDS

1. CASUAL CROWD
    - a. Simplest grouping
    - b. No focus, unity or organization
    - c. People remain individuals
    - d. No common interest or purpose
2. COHESIVE CROWD
    - a. Assembled for a specific purpose
    - b. Individuality is maintained
    - c. May have intense, internal discipline
3. EXPRESSIVE CROWD
    - a. Held together by a common purpose
    - b. Unified expression of sentiment
    - c. Identity begins to be lost
4. AGGRESSIVE CROWD
    - a. Very strong feeling
    - b. Definite unity of purpose
    - c. Willing to be led into lawlessness
    - d. Impulsive, emotional and destructive
    - e. Few leaders--some active members--many spectators
    - f. Identity is almost completely lost
    - g. May quickly become a mob

APPENDIX A

H 1.33

Transparency

CMC-4

DEFINITIONS OF MOBS

a. A mob may be defined as a crowd whose members, under the stimulus of intense excitement or agitation, lose their sense of reason and respect for law and follow leaders in lawless acts

b. Another definition is: A mob is a congregate group of individuals who feel strongly that certain of their values are threatened and whose attitudes direct their overt behavior toward a common goal

Transparency

CMC-5

CHARACTERISTICS OF MOBS

1. AGGRESSIVE MOB
    a. Attacks, riots and terrorizes
    b. Objectives may be a person(s), property or both
2. ESCAPE MOB
    a. A state of panic
    b. Unreasonable terror with or without cause
    c. Generally impossible to control
3. ACQUISITIVE MOB
    a. Desire to acquire some object(s)
    b. Riots caused by other factors may turn into looting sprees
4. EXPRESSIVE MOB
    a. Least dangerous but most difficult to control
    b. Release of pent-up emotions
    c. Easily converted into one of the other types of mobs
5. TRANSFORMATION FROM A CROWD INTO A MOB
    a. Crowd develops into a mob when all or most members of the crowd:
        1. Have been instilled with a purpose

           AND

        2. With an intent to carry out their purpose irregardless of its consequences

Transparency

CMC-6

PSYCHOLOGICAL FACTORS INFLUENCING MOB ACTIVITIES IN INDIVIDUALS

1. ANONYMITY
    a. Individual tends to lose self-conciousness because his identity may be lost in the mob
    b. He feels that what he is doing is only a small thing compared to what the whole mob is doing
2. NUMBERS
    a. Strength in numbers
    b. Feelings of irresponsibility and righteousness
3. CONTAGION
    a. Power and influence of mob
    b. Emotionally stimulated
    c. Ideas of mob leaders effect bystanders
4. IMITATION
    a. Tendency to do what others are doing
    b. Difficult to be different
    c. Strong willed will not conform
5. NOVELTY
    a. Welcome new and strange circumstances
    b. Break from daily routine
6. RELEASE FROM REPRESSED EMOTIONS
    a. Prejudices and unsatisfied desires
    b. Temporary release
    c. Do things he has never dared to do before
7. SUGGESTION
    a. Accept ideas of dominant member

I. TITLE: How To Conduct A Wall Search Without Cover**

II. OBJECTIVE: When the trainee completes this lesson, he will be able to conduct a wall search without cover using the procedures taught.

III. MATERIALS:

- A. Publications
    - 1. Test: None
    - 2. Reference: Training Key #9, Searching Arrested Persons, Published by the International Association of Chiefs of Police, 1964.
- B. Training Aids
    - 1. Vertical surfaces (enough for each pair of trainees to practice on).
    - 2. Service Revolver mock-up.
- C. Training Equipment
    - 1. Chalkboard, chalk and eraser.
    - 2. Pointer.

IV. INTRODUCTION

- C/B A. Introduce self, state and display name.
- C/B B. State and display title.
- C. Establish the learning objectives.
    - 1. Provide each student with a copy of the objectives.
    - 2. Explain and clarify objectives within limits of time.
- D. Create interest.

NOTE: Strive for class discussion on the necessity of correct wall search procedures. Attempt to bring out the following points.

- 1. Used to gather evidence.
- 2. Used to remove weapons.
- 3. Protect fellow officers.

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*Appendix B prepared by James Wainwright, Oakland Police Academy, Oakland Community College, Bloomfield Hills, Michigan.

**Refer to page H 1.1.

4. Protect the prisoner.

5. To be wrong is to be dead.

E. Show personal value of lesson.

1. Could save your life someday.

2. Develop your reputation as an efficient police officer.

3. Help win your case in court.

NOTE: Stress the importance of not taking notes. Stress importance of asking questions if any doubts exist at conclusion of each step.

V. PRESENTATION: Demonstration Step

NOTE: Instructor to do the job SLOWLY, explaining what to do, how to do it and all key points.

NOTE: Select one student to be the prisoner. Instruct him to play a passive role and do exactly as told.

A. Ready your weapon.

NOTE: CAUTION: Gun on double action

1. Hold in right hand to search left side.

2. Hold in left hand to search right side.

B. Position the prisoner.

ASK: In positioning the prisoner, should the officer physically touch the prisoner to move him? Why? (No-dangerous, potential ruination of case, etc.).

1. Prisoner face wall or car.

2. Arms high and wide.

3. Hands flat and wide.

NOTE: Insure prisoner doesn't make a fist.

ASK: Why is this important?

4. Feet wide apart.

a. Away from wall.

b. Toes parallel to wall.

NOTE: Head must not touch wall.

ASK: What could happen if prisoner allowed to place head against wall? (Provide stability for movement).

5. Check that prisoner off-balance and uncomfortable.

C. Position yourself.

1. Left foot to left instep.
2. Maintain good balance.
3. Eyes on head and shoulders.

D. Search head area.

1. Remove hat.
    a. Check inside.
    b. Check sweatband.

NOTE: Don't forget beard if applicable.

ASK: What should we be careful of in checking a beard? (mouth).

E. Search left front and side.

1. Crush all clothing.

NOTE: Stress importance of crushing - not patting.

2. Turn palm over.
3. Check arm and armpit.
4. Search waistband.
    a. Thumb inside pants.
    b. Fingers under belt.
5. Check leg and groin area.

NOTE: CAUTION: Maintain balance as search area lowers. Keep back straight and bend legs. Don't stoop.

H 2.4

ASK: Why is the groin area one of the most common hiding places?

a. Flat of hand against thigh.

b. Left side only.

6. Search shoe and sock.

a. Finger inside.

b. Push to bottom.

F. Search back area.

1. Reposition yourself behind prisoner.

ASK: What sequence should be followed in searching the back area?

2. Search top to bottom.

NOTE: Overlap areas already searched.

3. Crush all clothing.

NOTE: Maintain balance as search lowers.

4. Search bottom of shoes: Left shoe first.

NOTE: Shift gun hand before checking bottom of right shoe.

G. Search right front and back.

1. Reposition to search.

ASK: In which hand should the gun be held?

a. Gun in right hand.

ASK: How should you position your feet?

b. Right foot to right instep.

2. Search top to bottom.

NOTE: Overlap areas already searched.

a. Head area.

ASK: What caution must we exercise when searching hair? (Avoid mouth).

b. Arms and hand.

c. Crush all clothing.

d. Waistband.

ASK: What is the procedure for searching the waistband? (Thumb inside pants - fingers under belt).

e. Leg and groin.

NOTE: Maintain balance as search lowers.

f. Inside shoe and sock.

ASK: Are there any questions on what has been covered so far?

VI. SUMMARY: Repetition Step: Average trainee method.

NOTE: Select two other students to play role of prisoner and officer.

A. Instruct student playing role of officer.

1. State step of procedure before doing.

2. Stop when points brought up for discussion.

B. Instruct student playing role of prisoner.

1. Do exactly as told.

2. Passive role.

C. Instruct other students.

1. Observe closely.

2. Raise hand if they think procedure is wrong.

3. Questions should be asked if in doubt.

D. Instructor check the following:

1. Safety procedures.

2. Positioning of prisoner and officer.

3. Search sequence.

4. Proper balance.

5. Clothing actually crushed.

6. Thoroughness of search.

NOTE: Instructor supervise closely throughout the repetition.

ASK: (When repetition complete) Are there any questions?

VII. APPLICATION: Performance Step.

NOTE: All students to practice under supervision.

A. WHAT: Develop individual skill in steps of procedure.

B. WHERE: Using the walls in this room.

C. WHEN: Upon completion these directions.

D. HOW:

1. Pair off into teams.
2. Rotate officer/prisoner assignments.
3. Prisoner always passive.

E. WHY: Opportunity to develop some skill without being killed.

ASK: Are there any questions on the directions?

NOTE: Instructor to supervise carefully insuring all steps done properly.

APPENDIX C*

H 3.1

MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL

VIDEO-TAPE TRAINING PROGRAMS

M.L.E.O.T.C. is in the process of setting up a resource center for audio-visual materials. These materials include video-tapes which are now available to any law enforcement agency in the State. Agencies possessing 1/2" video-tape playback equipment (either C.V. or A.V. formats) will be able to utilize the tapes. Agencies which do not possess the necessary equipment, but desire to provide this type of training, may contact the Council for assistance.

The following tapes are available:

TAPE NO. 1

Topic:	PROPER SEARCH OF A FEMALE
Description:	Four women are searched and then demonstrate the weapons missed during the searches.
Time:	9 minutes.
Recommended Use:	Recruit training, in-service training.
Handouts Available:	Yes.
Original Source:	Detroit Police Department.

Topic:	PROPER SEARCH OF A MALE
Description:	A subject is searched and handcuffed using the wall method.
Time:	5 minutes.
Recommended Use:	Recruit training, in-service training.
Handouts Available:	No.
Original Source:	Detroit Police Department.

Topic:	HANDCUFFING MORE THAN ONE SUSPECT
Description:	Handcuffing one suspect; Replacing one set of cuffs with another; Handcuffing two suspects together.
Time:	4 minutes.
Recommended Use:	Recruit training, in-service training.

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*Tapes available as of September, 1972.

Handouts Available: Yes.

Original Source: Detroit Police Department

Topic: PRISONER ESCAPE, PART I.

Description: Demonstration on how a prisoner can release handcuffs or legcuffs.

Time: 3½ minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Yes.

Original Source: Detroit Police Department.

Topic: PRISONER ESCAPE, PART II.

Description: Weapons confiscated from prisoners which could aid their escape.

Time: 5 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Yes.

Original Source: Detroit Police Department.

TAPE NO. 2

Topic: AUTO THEFT, PART I.

Description: The importance of available hot sheets. The auto theft problem.

Time: 5 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Yes.

Original Source: Detroit Police Department.

Topic: AUTO THEFT, PART II.

Description: Maintaining the hot sheet; Signs of auto theft.

Time: 4 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Yes.

Original Source: Detroit Police Department.

Topic: AUTO THEFT, PART III.

Description: Discovering stolen vehicles; Suggestions for investigation; V.I.N. information.

Time: 4 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Yes.

Original Source: Detroit Police Department.

Topic: AUTO THEFT, PART IV.

Description: Demonstration on changing identity of a stolen vehicle; Auto theft tools used.

Time: 4 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Yes.

Original Source: Detroit Police Department.

TAPE NO. 5

Topic: SYMPTOMS OF DRUG USAGE, PART I.

Description: Background of drug usage; Signs of drug usage; Withdrawal symptoms; and Behavior patterns.

Time: 7 minutes.

Recommended Use: Recruit training, advanced training, special training, in-service training.

Handouts Available: No.

Original Source: Detroit Police Department.

Topic: SYMPTOMS OF DRUG USAGE, PART II.

Description: Same as above topic, continuation.

Time: 6 minutes.

Recommended Use: Recruit training, advanced training, special training, in-service training.

Handouts Available: No.

Original Source: Detroit Police Department.

Topic: DRUG CONCEALMENT.

Description: Discussion of typical locations for drug concealment - body, rooms, furniture, motor vehicle, etc.

Time: 6 minutes.

Recommended Use: Recruit training, advanced training, special training, in-service training.

Handouts Available: No.

Original Source: Detroit Police Department.

TAPE NO. 6

Topic: MOLOTOV COCKTAILS

Description: Ingredients; Types of bottles utilized; How to handle the evidence; and What to do when one strikes your police vehicle.

Time: 7 minutes.

Recommended Use: Recruit training, advanced training, in-service training.

Handouts Available: Yes.

Original Source: Detroit Police Department.

Topic: INCENDIARY DEVICE.

Description: New type of incendiary device ("Score and Pittcholor"); Possible uses; and Evidence to look for.

Time: 6 minutes.

Recommended Use: Recruit training, advanced training, in-service training.

Handouts Available: Yes.

Original Source: Detroit Police Department.

Topic: BOMBS, PART I.

Description: Bombs utilized; Components; Construction and use; Booby traps; and Use of household items.

Time: 8 minutes.

Recommended Use: Recruit training, advanced training, special training, in-service training.

Handouts Available: Yes.

Original Source: Detroit Police Department.

Topic: BOMBS, PART II.

Description: Continuation of Part I - Revolutionary pamphlets.

Time: 8 minutes.

Recommended Use: Recruit training, advanced training, special training, in-service training.

Handouts Available: Yes.

Original Source: Detroit Police Department.

TAPE NO. 7

Topic: PATROL TECHNIQUES, PARTS 1 through 6.

Description: Purposes of patrol; Types of patrol; Effectiveness of patrol techniques; Systematic vs. unsystematic patrol; Your patrol area as to the where, when, how, etc. of criminal activity; Cultivating citizen contacts; How to discover B&E's; Use of the spot light; Plan of action when discovering a B&E; and Searching a B&E location.

Time: 40 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Yes.

Original Source: Detroit Police Department.

TAPE NO. 8

Topic: PROFESSIONALISM, PARTS 1 THROUGH 9.

Description: What is a profession or professional; What are the qualifications associated with established professions; The setting of a professional goal; Standards for professionalism; Education as a standard; Utilization of library systems; Utilization of academy or department libraries; The Law Enforcement Code of Ethics; Discipline as a state of mind; and Attitude as a positive approach to professionalism.

Time: 50 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Yes.

Original Source: Detroit Police Department.

TAPE NO. 9

Topic: ALCOHOL RELATED TRAFFIC CRASHES, PART I.

Description: A historical look at the origin and use of alcohol; An overview of the drinking/driving situation today; and an explanation of a general drinking situation.

Time: 13 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Yes.

Original Source: Lansing Police Department.

Topic: ALCOHOL RELATED TRAFFIC CRASHES, PART II.

Description: The effects of drinking on driving behavior; A discussion of three studies: (1) Blood alcohol levels, (2) relation of alcohol to crashes, (3) persons involved in accidents.

Time: 15 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Yes.

Original Source: Lansing Police Department

Topic: DETECTING THE D.U.I.L. DRIVER

H 3.7

Description: Symptoms of the D.U.I.L. driver; Detecting the D.U.I.L. violation; Stopping the D.U.I.L.; Case preparation; Officer testimony; Laboratory analysis; Observing the driver; Safety of the driver and the officer; and Degrees of intoxication.

Time: 14 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Yes.

Original Source: Lansing Police Department.

TAPE NO. 10

Topic: EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT D.U.I.L.!

Description: A discussion on questions arising as a result of D.U.I.L. investigations; and an explanation of information needed for successful prosecution in D.U.I.L. cases.

Time: 13 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Questionnaire.

Original Source: Lansing Police Department.

Topic: BREATHALYZER OPERATION.

Description: An explanation of the operation of the Breathalyzer.

Time: 13 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: No.

Original Source: Lansing Police Department.

Topic: ALCOHOL HIGHWAY SAFETY PROJECT.

Description: General information about the Driving While Intoxicated Rehabilitation Program in Phoenix, Arizona.

Time: 15 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: No.

Original Source: Lansing Police Department.

TAPE NO. 11

Topic: MICHIGAN CONTROLLED SUBSTANCES ACT OF 1971 PART I.

Description: Legislative intent and law enforcement responsibilities concerning the new drug laws.

Time: 19 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Yes.

Original Source: Jointly sponsored by the Michigan State University Institute for Community Development, Prosecuting Attorney's Association of Michigan, and the Michigan Law Enforcement Officers Training Council.

Topic: MICHIGAN CONTROLLED SUBSTANCES ACT OF 1971 PART II.

Description: Administrative responsibility: definitions and explanation.

Time: 34 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Yes.

Original Source: Jointly sponsored by the Michigan State University Institute for Community Development, Prosecuting Attorney's Association of Michigan, and the Michigan Law Enforcement Officers Training Council.

TAPE NO. 12

Topic: MICHIGAN CONTROLLED SUBSTANCES ACT OF 1971 PART III.

Description: A discussion and explanation concerning the police function relative to the new drug laws.

Time: 24 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Yes.

Original Source: Jointly sponsored by the Michigan State University Institute for Community Development, Prosecuting Attorney's Association of Michigan, and the Michigan Law Enforcement Officers Training Council.

Topic: MICHIGAN CONTROLLED SUBSTANCES ACT OF 1971 PART IV.

Description: A discussion and explanation concerning laboratory procedures and services.

Time: 40 minutes.

Recommended Use: Recruit training, in-service training.

Handouts Available: Yes.

Original Source: Jointly sponsored by the Michigan State University Institute for Community Development, Prosecuting Attorney's Association of Michigan, and the Michigan Law Enforcement Officers Training Council.

TAPE NO. 13

Topic: PATTERNS IN ORGANIZED CRIME, PART I.

Description: A lecture series by Mr. Ralph Salerno, well-known consultant on crime and delinquency. What is organized crime; its purpose and function; How does it influence the democratic system of government; How does it affect our lives; What influences are felt by law enforcement; Why does it exist and what can and should be done about organized crime.

Time: 53 minutes.

Recommended Use: Recruit training, advanced training, special training, in-service training.

Handouts Available: Yes.

Original Source: Macomb Criminal Justice Center.

TAPE NO. 14

Topic: PATTERNS IN ORGANIZED CRIME, PART II.

Description: Same as Tape No. 13, continuation.

Time: 56 minutes.

Recommended Use: Recruit training, advanced training, special training, in-service training.

Handouts Available: Yes.

Original Source: Macomb Criminal Justice Center.

TAPE NO. 15

Topic: PATTERNS IN ORGANIZED CRIME, PART III.

Description: Same as Tape No. 13, continuation.

Time: 19 minutes.

Recommended Use: Recruit training, advanced training, special training, in-service training.

Handouts Available: Yes.

Original Source: Macomb Criminal Justice Center.

TAPE NO. 16

Topic: SEARCH FOR SECURITY.

Description: A demonstration and discussion on searching a prisoner brought into the jail. A "normal" search is conducted but further demonstration disclosed additional hidden weapons and paraphernalia. Examples of confiscated weapons, additional hiding places, and actual cases involving improper searches are also discussed on this tape.

Time: 33 minutes.

Recommended Use: Recruit training, in-service training, special training.

Handouts Available: No.

Original Source: Michigan Department of Corrections, Jailer Specialist Training Program.

APPENDIX C

H 3.11

TAPE NO. 17

Topic:	THE EVOLUTION OF CORRECTIONAL TREATMENT.
Description:	A lecture by Professor William A. Goldberg on the evolution of correctional treatment.
Time:	32 minutes.
Recommended Use:	Recruit training, in-service training, special training.
Handouts Available:	No.
Original Source:	Michigan Department of Corrections, Jailer Specialist Training Program.

APPENDIX D

GUIDELINES TO SCHEDULING

A logically sequenced schedule of classes is as essential to effective learning as any other factor in the operation of a basic recruit school. The following guidelines are presented in order to assist regional school coordinators in formulating a schedule which best facilitates the learning process.

1. Any one instructor should not spend more than three hours per day teaching regular classroom subjects. Although a three-hour maximum is recommended, it is realized that it may be occasionally necessary to schedule an instructor for four regular classroom hours in a single day. However, four hours should be considered an absolute maximum.
2. The Physical Training and Defensive Tactics course should not be scheduled for more than two continuous hours. It is recommended that the first phase of this course (12 to 14 hours) include only physical conditioning, and thus be limited to one-hour sessions.
3. Firearms training may be scheduled for a greater number of continuous hours than regular classroom or physical training sessions. Normally firearms should be scheduled as the final afternoon class.
4. Classroom sessions should be scheduled to provide daily variety in the topics presented. It is not advisable to schedule material from only one section of the curriculum for an entire day.
5. Presentation of the legal section shall precede that on the investigative section. Certain other topics fall in logical sequence to one another, and should be so presented.

APPENDIX D

The schedule which appears in Appendix D is an example of a properly sequenced curriculum presentation which conforms to the above guidelines. Refer to pages H 4.3 through H 4.9.

The following is a list of the topics included in the M.L.E.O.T.C. Minimum Basic Training Curriculum totaling a minimum 256 hours.

	Hours
ADMINISTRATION	
Program Orientation	1
Classroom Notetaking	1
Examinations	5
Examination Review	2
Coordinator's Time	1
LEGAL	
Intro. to Constitutional Law	1
Law of Arrest	4
Detention & Custody	2
Admissions & Confessions	3
Search & Seizure	8
Court Functions	10
Law of Evidence	10
Criminal Law	14
Juvenile Law	2
INVESTIGATIVE	
Criminal Investigation	10
Vice Investigation	2
Narcotics & Dangerous Drugs	4
Crime Scene Search	2
Collection & Pres. of Evidence	2
Interview & Interrogation	3
Fingerprinting & Latent Print Search Techniques	3
Mock Crime Scene	2
Stolen Motor Vehicles	2

	Hours
GENERAL POLICE	
History & Philosophy of Law Enf.	2
The Juvenile Offender	4
Firearms Training	24
Police First Aid	14
Field Notetaking & Report Writing	4
Blockade & Roadblock Procedure	1
Police Communications	2
Patrol Techniques	10
Civil Disorders	9
Mechanics of Arrest & Detention	3
Domestic Complaints	3
State Liquor Law Enforcement	3
Emergency Preparedness-Disaster Cont	3
Stopping Vehicles & Occupant Cont	3
Physical Train & Defensive Tactics	28
TRAFFIC	
Motor Vehicle Law	8
Driver Licensing	2
D.U.I.L. Enforcement	2
Motor Veh. Accident Investigation	12
Traffic Direction & Control	2
Tech. & Methods of Traffic Law Enf.	2
SPECIAL SUBJECTS	
Human Relations	8
Police Courtesy & Ethics	4
Handling Abnormal Persons	2
Social Services	2
EXTERNAL RELATIONS	
Jur. of Fed. Law Enf. Agencies	2
Mich. Corr., Parole & Prob. System	3

Date________ to ________
Week# 1 of 7

BASIC POLICE ACADEMY WEEKLY SCHEDULE

TOTAL HOURS 40

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 am to 8:50	Program Orientation	Laws of Arrest	Admissions and Confessions	Search and Seizure	Search and Seizure
9:00 to 9:50	Classroom Notetaking				
10:00 to 10:50	History and Philosophy of Law Enforcement	First Aid			
11:00 to 11:50			Human Relations	Human Relations	First Aid
1:00 pm to 1:50	Police Courtesy & Ethics				
2:00 to 2:50	Introduction to Constitutional Law	Detention and Custody	Search and Seizure	Motor Vehicle Law	
3:00 to 3:50	Laws of Arrest				Police Courtesy & Ethics
4:00 to 4:50		Physical Training	Physical Training	Physical Training	Physical Training

BASIC POLICE ACADEMY
WEEKLY SCHEDULE

Date ________ to ________
Week# 2 of 7

TOTAL HOURS 40

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 am to 8:50	Coordinator's Time 10 min EXAM #1 40 min.	Court Functions	Court Functions	Law of Evidence	Law of Evidence
9:00 to 9:50	Court Functions				
10:00 to 10:50			Police Courtesy & Ethics		
11:00 to 11:50					
1:00 pm to 1:50	Motor Vehicle Law	First Aid	First Aid	First Aid	First Aid (first aid exam)
2:00 to 2:50		Motor Vehicle Law	Law of Evidence	Motor Vehicle Law	Criminal Law
3:00 to 3:50	Human Relations				
4:00 to 4:50	Physical Training	Physical Training	Physical Training	Physical Training	Physical Training

BASIC POLICE ACADEMY
WEEKLY SCHEDULE

Date________ to________
Week# 3 of 7

TOTAL HOURS 40

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 am to 8:50	EXAM #2 Coordinator's Time 10 min.	Motor Vehicle Accident Investigation	Motor Vehicle Accident Investigation	Motor Vehicle Accident Investigation	Motor Vehicle Accident Investigation
9:00 to 9:50	Laws of Evidence				
10:00 to 10:50		Patrol Techniques	Patrol Techniques	Field Notetaking and Report Writing	Human Relations
11:00 to 11:50	Human Relations				
1:00 pm to 1:50	Exam Review test 1 & 2 First Aid	Criminal Law	Criminal Law	State Liquor Law Enforcement	Domestic Complaints
2:00 to 2:50	Criminal Law				
3:00 to 3:50					
4:00 to 4:50	Physical Training	Physical Training	Physical Training	Physical Training	Physical Training

APPENDIX D

BASIC POLICE ACADEMY
WEEKLY SCHEDULE

Date________ to________
Week# 4 of 7

TOTAL HOURS 40

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 am to 8:50	Mid-Term Exam	Motor Vehicle Accident Investigation	Motor Vehicle Accident Investigation	Juvenile Law	Police Communications
9:00 to 9:50	Criminal Law				
10:00 to 10:50		Criminal Law	Field Notetaking and Report Writing	Patrol Techniques	Patrol Techniques
11:00 to 11:50	Blockade and Roadblock Procedure				
1:00 pm to 1:50	Firearms Classroom	Firearms Range	Firearms Range	Firearms Range	Firearms Range
2:00 to 2:50					
3:00 to 3:50	Firearms Range				
4:00 to 4:50					

APPENDIX D

H 4.7

Date________to________
Week# 5 of 7

BASIC POLICE ACADEMY
WEEKLY SCHEDULE

TOTAL HOURS 40

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 am to 8:50	Exam #4	Criminal Investigation	Criminal Investigation	Criminal Investigation	Criminal Investigation
9:00 to 9:50	Mechanics of Arrest and Detention				
10:00 to 10:50		Patrol Techniques	Stolen Motor Vehicles	D.U.I.L. Enforcement	Civil Disorders
11:00 to 11:50					
1:00 pm to 1:50	Firearms	Handling Abnormal Persons	The Juvenile Offender	The Juvenile Offender	Vice Investigation
2:00 to 2:50					
3:00 to 3:50		Physical Training and Defensive Tactics	Physical Training and Defensive Tactics	Physical Training and Defensive Tactics	Physical Training and Defensive Tactics
4:00 to 4:50					

APPENDIX D

BASIC POLICE ACADEMY
WEEKLY SCHEDULE

Date________ to________
Week# 6 of 7

TOTAL HOURS 40

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 am to 8:50	Exam #5 Exam Review	Narcotics and Dangerous Drugs	Interview and Interrogations	Narcotics and Dangerous Drugs	Civil Disorder (review)
9:00 to 9:50	Criminal Investigation				Stopping Vehicles and Occupancy Control
10:00 to 10:50		Civil Disorders		Traffic Direction And Control	
11:00 to 11:50	Emergency Preparedness and Disaster Control		Fingerprinting and Latent Print Search Techniques		
1:00 pm to 1:50		Collection and Preservation of Evidence		Civil Disorder (demonstration & practical exercise)	Techniques and Methods of Traffic Law Enforcement
2:00 to 2:50					
3:00 to 3:50	Physical Training and Defensive Tactics	Physical Training and Defensive Tactics	Physical Training and Defensive Tactics		Jurisdictions of Federal Law Enforcement Agencies
4:00 to 4:50					

APPENDIX D

BASIC POLICE ACADEMY
WEEKLY SCHEDULE

Date________ to ________

Week# 7 of 7

TOTAL HOURS 16

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 am to 8:50	Driver Licensing	Michigan Corrections Parole and Probation System			
9:00 to 9:50					
10:00 to 10:50	Crime Scene Search				
11:00 to 11:50		Police Courtesy & Ethics			
1:00 pm to 1:50	Mock Crime Scene	State and Regional Social Services			
2:00 to 2:50					
3:00 to 3:50	Court Functions (mock trial)	FINAL EXAM			
4:00 to 4:50		EXAM REVIEW			

GRADUATION

BIBLIOGRAPHY

BIBLIOGRAPHY

Included in this section of the manual are three listings of various resource materials which deal with subject matter of interest to police practitioners, law enforcement students, and instructors of police personnel, whether academic or training oriented. In the first listing a bibliography of books and related library materials is presented. The books are listed alphabetically, by author, without any breakdown by subject matter.

Within the book bibliography, it will be noted that some titles have beed asterisked (*). It is these titles which have been recommended as basic works.

In arriving at the recommended book titles, the personal knowledge of the staff and the opinions of many police practitioners, law enforcement educators, and librarians were important factors. However, determination of the worth of any title was also made by comparing the frequency with which it appeared on the many bibliographic sources.

Immediately subsequent to the general listing of book titles, a recommended list of appropriate periodical literature, "non-book" library materials, and serial collections of books is presented. The periodicals, while not considered as essential sources, should most certainly be viewed as essential supplementary references and, therefore, are desirable sources for each subject. The same holds true for the "non-book" material which has been recommended. The "Newsbank" data collection and the Westinghouse Learning Directory should be considered appropriate supplementary material for any research effort.

BIBLIOGRAPHY

The listing of "law enforcement series", which follows the above mentioned listings, should also be viewed as appropriate supplementary material for reference. These are not inclusive of all "law enforcement series" available but certainly are representative. They, and other series like them, are capable of providing quality research material for the law enforcement academicians and quality introductory material for the novice police practitioner.

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Recommended Periodicals

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FBI LAW ENFORCEMENT BULLETIN, monthly, U.S. Department of Justice, Washington, D.C.

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LAW AND ORDER, monthly, 72 East 4th Street, New York, New York.

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STATISTICAL ABSTRACT OF THE UNITED STATES, annual, U.S. Bureau of the Census, U.S. Government Printing Office, Washington, D.C.

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TRAFFIC DIGEST AND REVIEW, monthly, Northwestern Traffic Institute, Northwestern University, Evanston, Illinois.

Recommended "Non-Book" Library Materials

NEWSBANK, THE URBAN AFFAIRS LIBRARY, Arcata Microfilm, Graphics Systems Division, Cleveland, Ohio 44131

A data base of firsthand news reports selected from 200 newspapers covering the nation's major cities. Published on 4" x 6" microfiche cards in a self-contained library--updated on a monthly basis and professionally indexed for immediate retrieval.

This urban affairs data source will contain an annual cumulation of about 2,000 microfiche cards covering over 70,000 news reports on twelve subjects of vital national concern--individually organized and indexed under the following headings:

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1. Education
2. Environment
3. Welfare and Poverty
4. Law and Order
5. Political Development
6. Housing and Urban Renewal
7. Race Relations
8. Employment
9. Health
10. Minority Economic Development
11. Government Structure
12. Transportation

The NewsBank microfiche library consists exclusively of primary source material--news stories and articles selected from a cross section of America's leading newspapers. 200 papers from coast to coast are covered including dailies from over 40 major cities. Special interest, ethnic papers and the Black press are also represented.

These 200 newspapers are monitored on a daily and/or weekly basis by a team of carefully chosen research editors. Articles are selected for their importance and pertinence--with the objective of obtaining a broad range of viewpoints.

Libraries subscribing to NewsBank/data source will receive an initial research reservoir, covering the first six months of the year--which contains approximately 25,000 news articles on microfiche cards. Thus the library is provided with an initial data base for immediate use. NewsBank/data source will then be updated on a monthly basis. The data file will continually grow to provide a comprehensive and in-depth source of primary information on the significant events of our time.

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WESTINGHOUSE LEARNING DIRECTORY, 1970-71, Westinghouse Learning Corporation, 100 Park Avenue, New York, New York 10017

Westinghouse Learning Corporation has issued its first catalog of educational materials, ranging from complete courses and training programs to specific tapes, books and other teaching materials.

Included in the catalog is the Learning Directory, a new, computer-developed single-source reference for educational materials, including both print and non-print media. The seven-volume Learning Directory lists information on over 200,000 items in 600,000 separate entries from some 1000 sources. It enables educators and librarians to consult a single reference work for available instructional material for primary through college grades in a variety of media on almost any topic.

Recommended Law Enforcement Series Publications

ESSENTIALS OF LAW ENFORCEMENT SERIES, Edited by James D. Stinchcomb,
Prentice-Hall, Inc., Englewood Cliffs, New Jersey

ESSENTIALS OF LAW ENFORCEMENT is designed primarily for the recruit (basic) level law enforcement officer. It is ideal for use in department or academy training programs as supplementary material to reinforce lectures and locally developed information. The series also can serve as the major source of written instruction for new personnel. At the college level, the volumes can supplement classroom texts to give the students an appreciation of the realities and techniques of a law enforcement career today.

PATROL OPERATIONS	Paul M. Whisenand and James L. Cline
DEFENSE AND CONTROL TACTICS	Georges Sylvain
ELEMENTS OF ERIMINAL INVESTIGATION	Paul B. Weston and Kenneth M. Wells
HANDBOOK OF COURTROOM DEMEANOR AND TESTIMONY	C. A. Pantaleoni
HANDBOOK OF VICE CONTROL	Denny F. Pace
HANDBOOK OF NARCOTICS CONTROL	Denny F. Pace and James Styles
RECRUIT HANDBOOK	Norman Pomrenke
POLICE ETHICS	Harold W. Barney
HANDBOOK OF CRIMINAL LAW	Neil Chamelin
THE ENVIRONMENT OF LAW ENFORCEMENT	Victor Strecher
POLICE-COMMUNITY RELATIONS	Edward Eldefonso, Alan R. Coffey and Walter Hartinger

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A Basic Reprint Library: FOUNDATIONS OF CRIMINAL JUSTICE, AMS Press, Inc.,
56 East 13th Street, New York, New York 10003 (available winter,
1971-72)

About the series: Taken together the books in this series form a basic library in the newly emerging field of Criminal Justice and its constituent disciplines. Singly, they represent works hitherto scarce yet eminently worthy of reprinting in the durable standards that prevail today.

Each work has been carefully chosen by specialists with experience ranging from the West Coast to the Home Office in London. The books have or will have prefatory material to establish their original context and present application.

The various categories of the Series reflect the scope of the subject. Altogether, they make up a unified body of literature indispensable to those interested in the modern origins of and developments in the system of criminal justice.

A Basic Reprint Library (continued)

Allen, Mary Sophia	THE PIONEER POLICEWOMEN
American Academy of Political and Social Science, Philadelphia	REFORM IN THE ADMINISTRATION OF JUSTICE
Altgeld, John Peter	LIVE QUESTIONS: INCLUDING OUR PENAL MACHINERY AND ITS VICTIMS
Baker, Lafayette C.	HISTORY OF THE UNITED STATES SECRET SERVICE
Bertillon, Alphonse	ALPHONSE BERTILLON'S METHOD FOR IDENTIFICATION OF CRIMINALS
Bishop, Joel Prentiss	COMMENTARIES ON THE CRIMINAL LAW
Brown, James B.	MEMOIRS OF HOWARD
Chadman, Charles E.	A TREATISE ON CRIMINAL LAW AND CRIMINAL PROCEDURE
Chicago Bar Association	JUVENILE COURT COMMITTEE REPORT, October 28, 1899
Christison, Sir Robert, bart.	A TREATISE ON POISONS IN RELATION TO MEDICAL JURISPRUDENCE, PHYSIOLOGY, AND THE PRACTICE OF PHYSIC
Edwards, George J.	THE GRAND JURY, CONSIDERED FROM AN HISTORICAL, POLITICAL, AND LEGAL STANDPOINT, AND THE LAW AND PRACTICE RELATING THERETO
Ellis, Havelock	THE CRIMINAL
Flinn, John H.	HISTORY OF THE CHICAGO POLICE FROM THE SETTLEMENT OF THE COMMUNITY TO THE PRESENT TIME, UNDER AUTHORITY OF THE MAYOR AND SUPERINTENDENT OF THE FORCE.
Frazer, Persifor	BIBLIOTICS; OR, THE STORY OF DOCUMENTS, DETERMINATION OF THE INDIVIDUAL CHARACTER OF HANDWRITING AND DETECTION OF FRAUD AND FORGERY
Henderson, Charles R.	PENAL AND REFORMATORY INSTITUTIONS
Henry, Sir Edward Richard	CLASSIFICATION AND USES OF FINGERPRINTS
International Penal and Prison Commission	CHILDREN'S COURTS IN THE UNITED STATES, THEIR ORIGIN, DEVELOPMENT, AND RESULTS
Langford, Nathaniel Pitt	VIGILANTE DAYS AND WAYS: THE PIONEERS OF THE ROCKIES, THE MAKERS AND MAKING OF MONTANA, IDAHO, OREGON, WASHINGTON, AND WYOMING
MacDonald, Arthur	CRIMINOLOGICAL LITERATURE
_______________.	CRIMINOLOGY.
MacBrayne, Lewis E. and James P. Ramsey	ONE MORE CHANCE; AN EXPERIMENT IN HUMAN SALVAGE
McCabe, Clinton	HISTORY OF THE BALTIMORE POLICE DEPARTMENT, 1774-1907
Roe, George M. (ed.)	OUR POLICE, A HISTORY OF THE CINCINNATI POLICE FORCE, FROM THE EARLIEST PERIOD UNTIL THE PRESENT DAY
McLain, Emlin	TREATISE ON THE CRIMINAL LAW AS NOW ADMINISTERED IN THE UNITED STATES

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A Basic Reprint Library (continued)

McKeen, James	EVOLUTION OF PENAL METHODS AND INSTITUTIONS
Morrison, William Douglas	JUVENILE OFFENDERS
New York (state) Legislature, Senate. Committee on Police Dept. of the City of New York (Lexow Commission)	REPORT AND PROCEEDINGS OF THE SENATE COMMITTEE APPOINTED TO INVESTIGATE THE POLICE DEPARTMENT OF NEW YORK
Pinkerton, Allan	PROFESSIONAL THIEVES AND THE DETECTIVE
Sprogle, Howard O.	THE PHILADELPHIA POLICE, PAST AND PRESENT
Vickers, Robert H.	THE POWERS AND DUTIES OF POLICE OFFICERS AND CORONERS
Wines, Enoch C. and Theordore W. Dwight	REPORT ON THE PRISON AND THE REFOMRATORIES OF THE UNITED STATES AND DANADA, MADE TO THE LEGISLATURE OF NEW YORK, JANUARY 1867.